SONOMA STATE UNIVERSITY

Single Subject Credential Program

Teacher Candidate Handbook

Curriculum Studies and Secondary Education

www.sonoma.edu/education/csse
Single Subject Credential Program
Teacher Candidate Handbook

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INTRODUCTION

Welcome to the Single Subject Credential Program at Sonoma State University. We, the faculty and staff of the program, congratulate you on your decision to become a teacher, and we are pleased that you’ve chosen Sonoma State for your teacher education. We hope that you will find the program both challenging and rewarding and that you will enjoy your experience here at Sonoma State.

Any educational program has regulations and procedures, and learning them all is no easy task. This Handbook is intended to help you understand the Single Subject Program, how to proceed through it, and where to go for help if you need it. We would be happy to have your feedback on the Handbook, especially how it could be made clearer or more helpful; please submit any comments in writing to the Program Advisor.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kelly Estrada</td>
<td>Stevenson 3062</td>
<td>664-2042</td>
<td><a href="mailto:estradak@sonoma.edu">estradak@sonoma.edu</a></td>
</tr>
<tr>
<td>Dr. Karen Grady</td>
<td>Stevenson 3027</td>
<td>664-3328</td>
<td><a href="mailto:karen.grady@sonoma.edu">karen.grady@sonoma.edu</a></td>
</tr>
<tr>
<td>Dr. John Kornfeld</td>
<td>Stevenson 3025</td>
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<td><a href="mailto:john.kornfeld@sonoma.edu">john.kornfeld@sonoma.edu</a></td>
</tr>
<tr>
<td>Dr. Edward Lyon</td>
<td>Stevenson 3023</td>
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<tr>
<td>Dr. Jessica Parker</td>
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<td>664-3176</td>
<td><a href="mailto:jessica.parker@sonoma.edu">jessica.parker@sonoma.edu</a></td>
</tr>
<tr>
<td>Dr. Megan Taylor</td>
<td>Stevenson 3011</td>
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<td><a href="mailto:megan.taylor@sonoma.edu">megan.taylor@sonoma.edu</a></td>
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<tr>
<td>Dr. Susan Victor</td>
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<td>664-3320</td>
<td><a href="mailto:susan.victor@sonoma.edu">susan.victor@sonoma.edu</a></td>
</tr>
</tbody>
</table>
The Single Subject Program is housed in the Department of Curriculum Studies and Secondary Education, one of three departments in the School of Education. Here is the administrative structure:

<table>
<thead>
<tr>
<th>Single Subject Credential Program</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Curriculum Studies and Secondary Education</td>
<td>Stevenson 1078</td>
<td>664-3176</td>
</tr>
<tr>
<td>Dept. Chair: Jessica K. Parker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Coordinator: Kathryn Teixeira</td>
<td>Stevenson 1078</td>
<td>664-3238</td>
</tr>
<tr>
<td>School of Education, Main Office</td>
<td>Stevenson 1078</td>
<td>664-3115</td>
</tr>
<tr>
<td>Dean: Dr. Carlos Ayala</td>
<td>Stevenson 1078</td>
<td>664-2132</td>
</tr>
<tr>
<td>Credentials Office</td>
<td>Stevenson 1078</td>
<td>664-2593</td>
</tr>
<tr>
<td>Maricela Ibarra, Student Services Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials Office</td>
<td>Stevenson 1078</td>
<td>664-3141</td>
</tr>
</tbody>
</table>
CONCEPTUAL FRAMEWORK

Sonoma State University School of Education Conceptual Framework

Research

Graduates are knowledgeable and thoughtful about the content and pedagogy in their fields of emphasis.
Graduates are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.

Theory

Graduates promote social, emotional, and moral growth and learning in their classrooms, school and communities.
Graduates design and engage in inclusive educational practices that respect human differences.

Practice

Graduates continuously inquire, observe, study and reflect to improve as educators.
Graduates seek the contributions of families and caregivers in the education of children and youth.

Vision Statements

School of Education Mission
To advance excellence in the education profession through university-based preparation of teachers and leaders; to inform that preparation through engagement in and dissemination of exemplary teaching and relevant scholarship and research; and to enact that preparation through collaboration with professional educators, families and the broader educational community.

Performance Expectations
Graduates of the School of Education:
a. Demonstrate depth and breadth of content and pedagogical knowledge
b. Are knowledgeable about and able to design, implement, and evaluate instructional practices and educational assessments that are responsive to the full range of individuals – their social, cultural, linguistic, and ethnic diversity, and/or physical and learning disabilities
c. Practice their profession in ways that are informed by developmental and learning theory, curricular and pedagogical theory and research, professional standards, and reflection
d. Continuously employ their knowledge of research, formative and summative assessments, and qualitative/quantitative methods to measure and improve student learning and their own teaching effectiveness
e. Use technology to enhance teaching and support active, authentic learning
f. Create and work in collaborative and inclusive communities; and,
g. Demonstrate and promote global, multicultural perspectives

Dispositions
Our Graduates are professional educators who
a. Believe all students can be successful in school and that learning is a lifelong endeavor
b. Value social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities
c. Value culturally responsive practices and are knowledgeable and appreciative of the diversity among learners
d. Believe that knowledge and learning are based on critical thinking, inquiry, and creativity and that these qualities are essential components of authentic learning
e. Believe that social justice, fairness, equality of opportunity, and civic engagement are vital components of a democratic, free public school education
f. Value and demonstrate professional and ethical standards
School of Education Mission

The mission of the School of Education at Sonoma State University is to advance excellence in the education profession through the professional preparation of teachers and leaders. Central to this mission is the offering of exemplary professional education programs based on sound theory and practice, current research, sensitivity to the needs of P-12 education, appreciation for diversity, and respect for all learners. It also includes the School’s active role in the social and educational growth of the communities we serve through various partnerships, projects, and initiatives.

School of Education Vision

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

- Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society;
- Are knowledgeable and thoughtful about the content and methodology in their fields of emphasis;
- Promote social, emotional, and moral growth and learning in their classrooms, schools, and communities;
- Seek the contributions of families and caregivers in the education of children and youth;
- Design and engage in inclusive educational practices that respect human differences;
- Continually use inquiry, observation, study, and reflection to improve their practice as educators.

Program Goals

The purpose of the Single Subject Credential Program is to prepare you for teaching in middle schools, junior high, and senior high schools. The program aims toward two primary goals: 1) to help you 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 your teaching career.

The Single Subject Credential Program is fully accredited by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education. When you complete the program you will be recommended for the California Single Subject Preliminary Teaching Credential in your subject area.
PROGRAM CONTENT

**General Description**

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 you may take to supplement the standard program.

**Prerequisite Courses**

The two courses (or their equivalents) in this category are all required. You are required to complete the prerequisites before you enroll in the Single Subject Credential Program. These two courses establish a foundation on which your subsequent coursework will build. The 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.

**The Credential Program**

The program consists of two stages, or phases. Each phase normally corresponds to one academic semester. Phase I contains academic coursework together with 60 hours of fieldwork in local schools. Each of the Phase I courses addresses different aspects of the Teaching Performance Expectations (TPEs) described later in this section. You will learn principles and techniques for planning, instruction, assessment, and classroom management, with particular reference to teaching in your own subject area. You will also learn how to guide students’ reading, writing, and language development in your subject area, and to adapt instruction appropriately for bilingual/bicultural and other diverse learners. At the same time you study these ideas and methods in your university classes, you’ll also have a chance to observe, critique, and try some of them out in a secondary classroom. The emphasis on multiculturalism and student diversity in this phase highlights the current status of California schools and the importance of your role as a teacher in a pluralistic society.

Phase II consists of an intensive student teaching assignment accompanied by a seminar with your fellow student teachers. You will become fully immersed in the culture of the school where you did your observation/participation. You will assume full responsibility for daily teaching in two or three classes throughout the semester and spend at least two more periods involved in other activities in the school. For at least two weeks you will assume a full teaching load. This intensive student teaching experience completes your formal teacher education and prepares you to enter directly into a full-time teaching position.

All students are required to complete the Performance Assessment for California Teachers (PACT) Teaching Event to demonstrate their readiness for a full-time, credentialed teaching assignment. It is aligned with the California Teaching Performance Expectations (TPE) and the relevant California student academic content standards and/or curriculum frameworks. Teaching Events and the associated rubrics are openly available on the PACT website (www.pacttpa.org).
Subject Area Preparation

By the time you apply to the Single Subject Program you must have completed your formal subject area preparation, using one of two options:

1. The Subject Matter 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 Programs in Art, English, Mathematics, Music, Physical Education, and Foreign Language—Spanish (but not in French, German, Social Studies, or Science). Refer to the University Catalog for a detailed description of the subject matter program in your area or speak to the Credential Analyst for other institutional options.

2. The Examination option consists of passing the CSET (California Subject Examination for Teachers) exam in your chosen subject area. This exam includes both multiple-choice and essay sections. Contact the Credentials Office in Stevenson 1078 and consult the CSET website (http://www.cset.nesinc.com/) for further information.

Your subject area advisor (see Section 4) can guide you through the process of finishing your subject area preparation and/or will certify that you have completed it.

Because of a recent change in state regulations, you must complete subject area preparation before you can be accepted into Phase I of the Single Subject Program. For the Examination option, you need to have official reports of your scores on the CSET, so arrange to take the tests early enough to allow time for the testing agency to return your results. The Credentials Office can supply you with test dates and application forms.
Standard Program

The program coursework is listed below. You must complete all prerequisite courses and all Phase I courses satisfactorily before you begin Phase II. All prerequisite courses must be completed prior to enrolling in program courses.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 417 School and Society</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSS 418 Development in Adolescence and Emerging Adulthood</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>Prerequisite Total:</strong></td>
<td><strong>6 units</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Phase I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSS 442 Middle/Secondary Teaching in Multicultural Settings</td>
<td>4 units</td>
</tr>
<tr>
<td>EDSS 443A Observation/Participation in Multicultural Settings</td>
<td>2 units</td>
</tr>
<tr>
<td>EDSS 443B Seminar: Classroom Management</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSS 444 Teaching in the Content Areas</td>
<td>4 units</td>
</tr>
<tr>
<td>EDSS 446 Language and Literacy Across the Curriculum</td>
<td>4 units</td>
</tr>
<tr>
<td><strong>Phase I Total:</strong></td>
<td><strong>17 units</strong></td>
</tr>
</tbody>
</table>

*Note: In order to advance to Phase II you 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 your mentor teacher.*

<table>
<thead>
<tr>
<th>Phase II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 433 Teaching Adolescents with Special Needs</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUC 458 Student Teaching in Multicultural Settings</td>
<td>12 units</td>
</tr>
<tr>
<td>EDSS 459 Seminar: Student Teaching in Multicultural Settings</td>
<td>4 units</td>
</tr>
<tr>
<td><strong>Phase II Total:</strong></td>
<td><strong>19 units</strong></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL (including prerequisites): 42 units**

Note: All students are required to successfully complete the Performance Assessment for California Teachers (PACT) Teaching Event before a teaching credential will be awarded.
COURSE DESCRIPTIONS

Prerequisites

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)
(OR approved alternative coursework)
Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

PHASE I: PROGRAM COURSES

EDSS 442: Middle/Secondary Teaching in Multicultural Settings  (4 units) (Fall)
Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situations applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning and teaming, and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only.
Prerequisites: admission to the Single Subject Program, EDUC 417, EDSS 418,

EDSS 443A: Observation/Participation in Multicultural Settings  (2 units) (Fall)
Focused and systematic observation and structured participation in a middle, junior high, or senior high 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.
EDSS 443B: Seminar: Classroom Management (3 units) (Fall)

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 PACT 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.

EDSS 444: Teaching in the Content Areas (4 units) (Fall)

Principles, methods, and materials for teaching particular academic content in middle, junior high and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to all learners. In addition, as part of the preparation for PACT: Performance Assessments of California Teachers, students learn to evaluate and critique the content and structure of lesson plans, instructional materials, and assessments of student performance tasks. Grade Only. Prerequisites: admission to the Single Subject Program, EDUC 417, EDSS 418.

EDSS 446: Language and Literacy Across the Curriculum: Middle and Secondary Schools (4 units) (Fall/Spring)

Principles, methods and materials for guiding students' literacy development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on lesson and unit design that takes into consideration the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Grade only. Prerequisites: admission to the Single Subject Program, EDUC 417, EDSS 418.

PHASE II: PROGRAM COURSES

EDSP 433: Teaching Adolescents with Special Needs (3 units) (Spring)

(OR approved alternative coursework)

Preparation for teaching to special populations of secondary students. Content includes knowledge and skills in assessing the learning and language abilities of special populations for the purpose of referral to special education and gifted and talented programs, relevant federal and state laws pertaining to the education of exceptional populations. Explores the secondary teacher’s role and responsibility in the Individual Education Program process and issues pertaining to the social integration for students with special needs who are included in the general education classroom. 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 three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Complete all requirements for PACT
Teaching Event. CR/NC only. Pre-requisites: successful completion of all Phase I courses, EDSP 433. Must be taken concurrently with EDSS 459.

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

This seminar supports student 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. The weekly seminar prepares candidates for the PACT 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. Grade only. Prerequisites: successful completion of all Phase I courses, EDSP 433. Must be taken concurrently with EDSS 458.

Program Standards and Outcomes

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:

A. Making Subject Matter Comprehensible to Students
   TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
           (teaching English, Social Studies, Mathematics, Science, World Languages, Physical Education, Art, Music)

B. Assessing Student Learning
   TPE 2: Monitoring Student Learning During Instruction
           (determining progress toward learning, pacing of instruction, using questioning strategies, and examining student work)
   TPE 3: Interpretation and Use of Assessments
           (using formal and informal assessments, developing multiple assessment measures, using standardized tests, providing feedback on student learning)

C. Engaging and Supporting Students in Learning
   TPE 4: Making Content Accessible
           (incorporating specific strategies that motivate students to learn, meeting student academic learning needs in a variety of ways)
   TPE 5: Student Engagement
           (ensuring participation of all students, examining multiple points of view, encouraging student cooperation and sharing, using student experience to make instruction relevant)
   TPE 6: Developmentally Appropriate Teaching Practices
(explaining and using practices that are of greatest importance and effectives in teaching adolescents such as problem solving, concrete reasoning and abstract thinking, connecting the curriculum to life beyond the classroom)

TPE 7: Teaching English Learners
(applying instructional theories, principles and practices for instruction of English language learners)

D. Planning Instruction and Designing Learning Experiences for Students
TPE 8: Learning about Students
(understanding patterns of adolescent development, encouraging parents to be involved in student learning, understanding how factors such as gender and health can influence student learning)

TPE 9: Instructional Planning
(establishing short- and long-term learning goals, planning and sequencing daily instruction, accommodating student needs through a wide variety of instructional strategies)

E. Creating and Maintaining Effective Environments for Student Learning
TPE 10: Instructional Time
(establishing procedures for routine instructional tasks, managing transitions to maximize instructional time)

TPE 11: Social Environment
(promoting a positive, safe learning environment, creating and using a student discipline plan)

F. Developing as a Professional Educator
TPE 12: Professional, Legal and Ethical Obligations
(teaching respect for diversity, promoting democratic principles, resisting racism and sexual harassment)

TPE 13: Professional Growth
(evaluating teaching practices, using reflection and feedback to improve teaching, increasing subject matter knowledge)

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

Teacher candidates must successfully complete the 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 with commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning.

Admission Cycles

The Single Subject Credential Program has an annual cycle, which means that students can only be admitted to the Program in the Fall semester. It is a two-semester program for students who begin the program in the Fall semester (after completing prerequisite courses). Students who need to enroll part-time in the program will complete the program in four semesters.

Fall Admission schedule following completion of prerequisites:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>EDSS 442</td>
<td>EDSP 433</td>
</tr>
<tr>
<td>EDSS 443A/B</td>
<td>EDSS 458</td>
</tr>
<tr>
<td>EDSS 444</td>
<td>EDSS 459</td>
</tr>
<tr>
<td>EDSS 446</td>
<td></td>
</tr>
</tbody>
</table>

If you are taking prerequisites or other courses during the summer session, you must first be admitted to the University. Continuing SSU students may take courses during the summer without reapplying to the University. Students applying for Fall admission who need to take courses during the summer, must first be admitted for Fall in order to register for summer courses. Due to the budget crisis, summer classes are not always available. Please contact the Credentials Office, credentials.office@sonoma.edu, with questions about possibilities for summer enrollment.

OPTIONS FOR PROCEEDING THROUGH THE PROGRAM

Course Equivalencies and Substitution

If you believe that you have taken coursework equivalent to one or more courses in the Single Subject Program, complete a Petition for Waiver of School of Education Requirements (or see Appendix). Submit the petition to the course instructor along with justification for its equivalency; include supporting documentation, such as a transcript copy, catalog description of the course, and syllabus or reading list. Waiver petitions may be obtained from the Department of Curriculum Studies and Secondary Education office, located in the School of Education in Stevenson 1078.

Extended Programs and Leaves of Absence

You may extend the credential program to more than two semesters in special circumstances, such as family or work obligations, the need for additional coursework, or hardship. You must request such an extension in writing, using the Leave of Absence form (or see Appendix) supplied for this purpose.

A Leave of Absence is a formal leave from the program for a semester. If you need to take a Leave of Absence you must submit the Leave of Absence form for approval by the Program Advisor and the Department Chair. While on leave, you must notify the Department Chair of your intention to return to the program the following semester. This notification should be submitted in writing by November 1 for the Spring semester or April 1 for the Fall semester. This is extremely important so that program
requirements such as field placement can be arranged in a timely manner. Leaves of Absence are granted for one semester only and additional leaves are subject to approval of the Department Chair. Students who are enrolled in the program for more than a total of FIVE semesters are subject to review by the CSSE faculty and may be removed from the program pending review.

**Single Subject Intern Program**

The intern program is a collaboration between the Curriculum Studies and Secondary Education department at Sonoma State University, the North Coast Beginning Teacher Support and Assessment Program at the Sonoma County Office of Education, and participating school districts. The intern program allows public school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university
- Met the Basic Skills Requirement by passing the CBEST exam
- Completed pre-requisite courses and all Phase I program courses in the single subject credential program with a GPA of 3.0
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program
- Completed character and identification clearance (fingerprints)
- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test
- Completed an application for the intern credential
- Verification of employment

All intern teachers must pass the Performance Assessment for California Teachers (PACT) to receive a preliminary teaching credential.

**Intern Teacher Program Courses:**

Prerequisites:

- EDUC 417: School and Society (3)
- EDSS 418: Learning and Development in Adolescents (3)

Phase I:

- EDSS 442: Middle/Secondary School Teaching in Multicultural Settings (4)
- EDSS 443A: Observation and Participation in Multicultural Settings (2)
- EDSS 443B: Seminar: Classroom Management (3)
- EDSS 444: Teaching in the Content Areas (4)
- EDSS 446: Language and Literacy Across the Curriculum (4)

Candidates are considered “intern eligible” after they have successfully completed all of the above courses.

Phase II for Intern Teachers:
• EDSP 433: Teaching Adolescents with Special Needs (3)
• EDSS 458: Student Teaching in Multicultural Settings (12)
• Intern teachers will be supervised by a university supervisor in the school where they are employed as the teacher of record. Intern teachers must complete all requirements for the PACT Teaching Event.
• EDSS 459: Seminar: Student Teaching in Multicultural Settings (4)

Intern Teachers receive ongoing feedback from their university supervisor over the course of the semester they are enrolled in EDSS 458 and EDSS 459. Final evaluation of intern teaching is based on two forms of assessment:
1. SSU Single Subject Evaluation of Student Teaching Performance
2. PACT Teaching Event

Intern Teacher Program Requirements

To Apply for the Intern Program:
• Make a plan with the hiring site and principal about how you will teach the courses
• Include in this plan how you will pass PACT, finish your own coursework, and receive additional hours of support/mentoring and supervision specific to meeting the needs of English learners. As an intern teacher, you are required to receive an additional 45 hours per year of support/mentoring and supervision specific to meeting the needs of English learners.
• Once the plan is complete, apply to be an intern: http://www.sonoma.edu/education/csse/single-subject/internships.html
• Use this checklist to help you: http://www.sonoma.edu/education/programs/ss_intern_prog_flyer.pdf#page=2
• You will need to meet with the Department Chair and the Credentials Office to formally discuss your plan and get signatures

To follow the Requirements of the Intern Program:
• Meet with your North Coast Beginning Teacher Program supervisor
• Meet with your Sonoma State University supervisor
• Complete your Intern Support and Supervision Log
• Outline how you will meet the requirement of 45 additional hours per year of support/mentoring and supervision specific to meeting the needs of English learners.

Disabilities Accommodation

No individual is required to declare or will be asked whether he or she has a disability. However, if you wish accommodation for a disability, either in a course or in student teaching placements, you must notify Disabled Student Services, Salazar 1049, 664-2677 in advance of your 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 Program Advisor and are most appropriately made at the time you request placement or notify the advisor of your 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, we suggest that students requesting accommodations give timely notice so that the program is able to respond properly and arrange for the accommodation. All requests for disability accommodation must be in writing.

Options for Additional Study

In addition to your primary content area, you may also add other subject areas to your credential. Subject Matter Authorizations and Supplementary Authorizations are available in over 50 areas, and they authorize different things in different subjects. In the case of very specific areas—for example, chemistry, geography, or photography—the supplement allows you to teach any class in that subject in grades kindergarten through 12. In the case of broader areas—such as general science, social science, art, or mathematics—it authorizes you to teach introductory classes in that area, covering content that is normally taught at the 9th grade level or below. You can qualify for either of these authorizations if you have a minimum of 32 college level semester units or a bachelor’s degree in the subject area.

A teacher who holds a Subject Matter/Supplementary Authorization in one or more fields is more attractive to potential employers who need some flexibility among their faculty for scheduling and for expanding their curriculum options. Particularly in more specialized areas such as music, art, foreign language, and physical education, sometimes a school often cannot support a full-time position in that area alone but can afford to hire someone who can teach in two or three different areas. For these reasons, you should try to add supplements to your credential if you possibly can. You may be able to take courses toward this goal during your credential program. You don’t need to finish coursework before earning your credential; you may continue working toward it and adding it at a later date. The Credentials Office has literature describing the supplements and can tell you how to go about submitting an application when you’re ready.

Full Authorization in a Second Subject Area

Once you’ve earned the Single Subject Teaching Credential in your primary content area, you can add full authorization to teach in a second area by taking the appropriate methods of teaching course and passing the CSET in that content area. This applies only to those broad areas in which basic credentials are offered, such as physical science, English, or music. You may add this authorization at any time after earning your basic credential by submitting the appropriate documents to the Credentials Office.

Notice of Delay Policy

When a person applies for a Certificate of Clearance or a credential via the California Commission on Teacher Credentialing (CCTC), a thorough background check is performed by the CCTC. In some cases, if an applicant has a previous record, the CCTC requests additional documentation before a Certificate of Clearance or credential can be granted. This may result in an applicant appearing on a Notice of Delay list. The policy below describes the implications of appearing on such a list would have on a School of Education student.

If you have a previous record and would like to discuss the clearance process prior to applying for your Certificate of Clearance, please contact our office at credentials.office@sonoma.edu or 707-664-2832.

NOTICE OF DELAY POLICY

When students in our programs are placed by CTC’s Professional Practices Division on a Notice of Delay list, they will be immediately placed on a leave of absence from our program (not necessarily removed from the program) until the issue that placed them on the Notice of Delay list is resolved. Individuals on a Notice of Delay list, by law, are not allowed to participate in pk-12 classrooms.
Students on a Notice of Delay list are not allowed to continue in coursework, field related or not, until the Division of Professional Practices has made a determination about their status. Should a student appear on a Notice of Delay list, he or she must immediately contact the appropriate department chair in the School of Education to address this issue.

If a student is removed from courses and he or she is otherwise making satisfactory progress in the program, the withdrawal will be grade neutral (w); fees will not be refundable under this type of withdrawal unless otherwise allowed by University policy. If a school district continues to allow a student on a Notice of Delay list to participate in a pk-12 classroom, as an intern, substitute teacher or in any other capacity, it is clear that the student will be under the responsibility of the school district and not Sonoma State University.

Important: Being placed on a leave of absence from the School of Education does not equal being on a leave of absence from the University. If an enrolled student does not resolve a Notice of Delay issue and re-enrolls within one semester after being removed from coursework, he or she will need to reapply for University admission in order to register for courses in a subsequent semester.

Proceeding through the Program

Many of the questions you will have about the Single Subject Program are answered in this Handbook. Please make a habit of looking here for information first; if you don’t find what you need, then consult an advisor. We urge you NOT to rely on “peer advising,” that is, advice from fellow students. Program procedures and state regulations are complex and often change, and students can be unreliable sources of information.

On admission you’ll be assigned a faculty advisor. All advisors are familiar with the Single Subject Program, the School of Education, the credentialing process, and the professional education community. You should meet with your faculty advisor at least once every semester. We encourage you also to consult your faculty advisor whenever you have questions or comments about the program, your academic progress, future job prospects, personal concerns, or any other matter you would like to discuss.

In addition, faculty specialists in each subject matter area serve as subject area advisors to Single Subject students. If you haven’t satisfied your subject matter preparation requirements by the time you enter the Single Subject Program, you must contact your subject area advisor as soon as possible to plan how to complete this crucial aspect of your preparation for teaching. Subject area advisors are listed below:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>SUBJECT AREA ADVISOR</th>
<th>OFFICE</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Stephen Galloway</td>
<td>Art 139</td>
<td>664-3046</td>
</tr>
<tr>
<td>English</td>
<td>Cathy Kroll or</td>
<td>Nichols 346</td>
<td>664-2966</td>
</tr>
<tr>
<td></td>
<td>Mira Katz or</td>
<td>Nichols 342</td>
<td>664-3139</td>
</tr>
<tr>
<td></td>
<td>Greta Vollmer</td>
<td>Nichols 362A</td>
<td>664-2504</td>
</tr>
<tr>
<td>World Languages</td>
<td>Robert Train</td>
<td>Stevenson 1032B</td>
<td>664-2014</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Ben Ford</td>
<td>Darwin 114G</td>
<td>Email: <a href="mailto:ben.ford@sonoma.edu">ben.ford@sonoma.edu</a></td>
</tr>
</tbody>
</table>

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Here is a summary guide for where to seek academic information and advice or deal with program problems, sequenced from first try to last resort.

Step 1.  Check the Single Subject Program Student Handbook
Step 2.  Appropriate advisor:
  • Faculty advisor — program requirements, academic progress, personal concerns
  • Subject area advisor — subject matter preparation and options (cont. next page)
  • Credentials Office staff — credential requirements and records
Step 3.  Program Advisor, Single Subject Credential Program
Step 4.  Chair, Department of Curriculum Studies and Secondary Education

ETHICAL AND PROFESSIONAL BEHAVIOR POLICY

Throughout prerequisites and program courses, candidates shall demonstrate personality and character traits that satisfy the standards of the teaching profession as well as the dispositions outlined in the Conceptual Framework of the School of Education. Because teaching is a profession rooted in developing relationships, and because teachers are held to high professional standards, behaviors, and legally binding education codes, the School of Education expects all teacher education candidates to demonstrate professional behavior in all components of the teacher credential program.

The Education faculty, including field site supervisors of the School of Education, will ensure that student behavior is aligned with professional standards and School of Education expectations. Faculty will consider student conduct in the initial pre-program interview, all prerequisite and program coursework, and field placements. Faculty may also consider information from other higher education faculty, university staff, and public school personnel who have had direct contact with the candidate. Evidence regarding candidate behavior may include course tests and assignments, observations, and interviews.

If a candidate is shown to have engaged in inappropriate behavior, the following procedures will be followed:

  • The candidate will meet with the Department Chair, and/or a relevant faculty member for a discussion of the behavior of concern. This meeting will provide all parties with an opportunity to present information about the incident(s) in question. In some cases, the student will be asked not attend classes until the case is settled.
  • The Department Chair, after consultation with department faculty, will determine an appropriate course of action to address the behavior. Remedies may include, but are not limited to, completion of program-related assignments, recommendation for appropriate counseling, or termination from the program.
• After meeting with the student, the Department Chair must notify in writing all appropriate persons and offices (Department members, School of Education Director of Student Services, Dean of the School of Education, and if appropriate, the Disabilities Resource Center). The Department Chair maintains all records supporting the decision.

• 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 (http://www.sonoma.edu/uaffairs/policies/student_grievance.htm).

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:

• SSU School of Education Conceptual Framework: http://www.sonoma.edu/education/forms/cf-color.pdf

• The California Commission on Teacher Credentialing Rules of Conduct: http://www.ctc.ca.gov/credentials/rules-of-conduct.html

• The National Education Association Code of Ethics: http://www.nea.org/home/30442.htm

GRADERS

Course instructors determine the overall due date for course materials and assignments. Unless otherwise stated by the Single Subject course instructor, all coursework must be submitted to your instructor 10 days after the last day of semester. If you fail to submit the assigned coursework by this time, the Single Subject course instructor can only grade the materials you have submitted up until this date.

You must maintain a cumulative 3.0 GPA in professional education coursework and receive positive recommendations from your instructors and mentor teachers in order to remain in good standing in the Single Subject Program. You must earn a grade of “C” or better in any required credential course. You must make up any “I” (Incomplete) grades before entering the next phase. Classroom courses are offered for letter grading only, and field experience courses are for Credit/No Credit grading (Cr/NC).

Any candidate who fails to meet the minimum standards in a given semester is required to meet with his or her faculty advisor and the Program Advisor before continuing in the program. Together they will determine the appropriate course of action. The possibilities include retaking courses, taking additional coursework, redoing part or all of the student teaching requirement, and being removed from the program.

PHASE-BY-PHASE REQUIREMENTS

The main requirements for progressing from one phase of the program to the next are listed below. You must successfully complete each phase of the program before beginning the next phase. You are responsible for completing each step, so you should keep track of the requirements you have met.

Prior to admission

• Begin a personal file for collecting copies of all official paperwork for your records

• Submit verification of negative TB test to Credentials Office
• You must submit evidence of negative TB test results dated within the last 12 months to the Credentials Office. Photocopies are acceptable. Once you are enrolled at SSU you may be tested at the Student Health Center. TB test results are considered valid for two years after the date the test was administered, and this validity period must cover your tenure in the program.

• File application for Certificate of Clearance with Credentials Office

The Certificate of Clearance is a document granted by the State of California certifying your fitness for participation in the public schools. It requires you to go through a digital fingerprinting process and complete an online application. Details are provided when you fill out the application, which must be on file with the Credentials Office before you are admitted to the program.

Prior to beginning the program:
• Successfully complete EDUC 417 and EDSS 418
• Complete Legal Information Requirement. Visit http://www.sonoma.edu/education/admissions/legalseminar.html
• Submit verification of passing score on CBEST
• Submit verification of Subject Matter Competency (either 100% completion of subject matter program or passing score on CSET Exam)

By the end of Phase I:
• Successfully complete Phase I courses

By the end of Phase II:
• Successfully complete all Phase II courses
• Achieve a satisfactory score on the PACT portfolio
• Receive positive recommendations by mentor teacher and university supervisor
• Satisfy U.S. Constitution requirement

You must have passed a college-level course or an equivalency exam, which covers the U.S. Constitution. You should try to satisfy this requirement before entering Phase II; you must satisfy it before the university will recommend you for the credential. The Credentials Office can tell you whether you have met this requirement. For information about the equivalency exam, contact the Credentials Office.

• Complete application process for the teaching credential: http://www.sonoma.edu/education/services/filing-for-credential.html

CHANGE OF ADDRESS

You must notify the Credentials Office as well as the University of any change in name, address, or telephone number. To update your information with the Credentials Office, visit www.sonoma.edu and select “forms” to download a change of address form. To update your information with the University, visit http://www.sonoma.edu/ar/records/forms.shtml for instructions. It is also your responsibility to be aware of program changes that may occur during the academic year, and of posted deadlines for program requirements. These are posted on School of Education bulletin boards and announced in classes.
CANDIDATE APPEALS

Candidate may appeal course grades they believe to be arbitrary, unreasonable, or capricious by following the University Grade Appeal Procedures (available in the Department of Curriculum Studies and Secondary Education office and on the SSU web site).

All other appeals are covered by the University Student Grievance Procedures (also available in the Department of Curriculum Studies and Secondary Education office and on the SSU web site).

STUDENT SERVICES

Sonoma State University provides an array of services for all its students. These include counseling, career development, disability resources, health, housing, and testing services, among others. Other important campus resources are the Jean and Charles Schulz Information Center, a variety of media services, and several computing labs. You are invited to take advantage of these resources, which are described in detail in the University Catalog.

Scholarships

The University Scholarship Program awards some scholarships reserved for teaching credential candidates. Also, certain off-campus organizations award scholarships for future teachers. For further information contact the Scholarship Office, Salazar Hall, 664-2261.

Financial Aid

Other forms of financial aid include grants, loans, and temporary employment. For general financial aid questions, including applying for student loans, contact the Financial Aid Office, Salazar Hall, 664-2389.

Career Services

The Career Services office provides a number of important services for credential candidates. These include job listings, drop-in career counseling, and periodic workshops on such skills as résumé writing and interviewing. For further details contact Career Services, Salazar 1070, 664-2196.
FIELD EXPERIENCES AND TEACHING

Overview

The first goal of the Single Subject Program is to prepare you to teach successfully in California public schools. This requires not only 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 you establish connections between the ideas you study at the university and the realities you encounter in the school, and by a seminar, to help you process and learn from your classroom experiences. All field experiences are supervised by a mentor teacher in the classroom, and your student teaching is also supervised by educators on the Sonoma State University faculty.

Description of Field Experiences

<table>
<thead>
<tr>
<th>PHASE I</th>
</tr>
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<tbody>
<tr>
<td><strong>COURSE DESCRIPTION</strong></td>
</tr>
<tr>
<td>EDSS 443A: Observation/Participation in Multicultural Settings (2 units)</td>
</tr>
</tbody>
</table>

A minimum of 60 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 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: Seminar: Multicultural Perspectives (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 PACT 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.
• Create a professional vision for yourself, your classroom, and your students.

**PHASE II**

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

Three teaching periods and two preparation periods daily for the full public school semester in a diverse middle school, junior high, or high school. Two periods entail full responsibility for teaching a class in your subject area. The third period consists of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Two weeks of full-time teaching is required sometime during the semester. Students complete the PACT Teaching Event. Student Teaching placement is provided by the university, is supervised by the mentor teacher and a university supervisor. Candidates who fail EDSS 458 will be administratively withdrawn from EDSS 459 and must register for and repeat EDSS 459. Prerequisites: All program pre and co-requisite courses, Phase I courses. CR/NC only.

**GOALS**

- Plan and present complete units of instruction, including appropriate assessment.
- Define organizational and instructional strategies developed in earlier phases.
- Refine ability to provide effective instruction for students from diverse backgrounds.
- Become familiar with the extracurricular life of a school and with a teacher's role in it.
- Learn strategies for coping with the demands of full-time teaching.

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

This seminar supports student 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 PACT 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.
- Refine job acquisition skills.
- Complete Teaching Event.
- Prepare for the first year of teaching.
Field Placements

All field placements will be arranged by the Single Subject Program in conjunction with teachers and administrators in the local schools. For more information, visit the Student Teacher Placement webpage.

_Do not try to arrange field placements for yourself or even contact particular teachers or schools regarding your placements_. This is not just an arbitrary request on our part. Our school partners do not want to be contacted by individual students. We work hard to maintain good working relationships with local schools in order for you and the local schools to benefit from the partnerships we have.

You will be asked to submit a Placement Request Form indicating your geographical and other preferences. We’ll do our best to honor your preferences, but our first concern will be to place you in classrooms appropriate for guiding your development as a teacher. To avoid role conflicts, we will not place you in a school from which you graduated or where you have family among the students or staff.

You will probably be placed in a single school for both your Phase I and Phase II fieldwork (though there are occasional exceptions). This allows you to become familiar with the school culture and get to know the teachers—and often the students—before beginning your student teaching. It also shows you what the entire academic year is like, and it helps you participate more fully in the life of the school.

Your Phase I (observation and participation) placement will emphasize multiculturalism and student diversity. Your classrooms will be selected based on the degree of diversity among the students and on the effectiveness of the teacher in dealing with issues related to diversity. _You will spend at least 60 hours (no less than FOUR hours per week) in the classroom, observing, assisting the mentor teacher, working with students individually and in small groups, and eventually teaching a series of lessons_. This placement provides an opportunity for you to relate what you are learning in your academic courses to the world of teaching and learning. Conversely, you will carry your school experiences back into your university classes for discussion and analysis. This field placement will be supervised only by your mentor teacher.

In Phase II (student teaching) you’ll move into _full teaching responsibilities_, beginning on a part-time basis. This allows you to develop and practice your skills, with time for planning and reflection, before you take on full-time responsibilities in your first job. You will be assigned to three classes and two preparation periods daily for the full school semester. Two of the classes will be in your primary subject area, and you’ll actually plan and teach these classes for most of the semester. The third class may be any of the following options:

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

*Music Candidates*: Candidates in Music are required to team teach all courses taught by their mentor teachers at their school site(s) throughout the entire school day. In addition, music candidates are expected to be actively involved in _any music activities_ at their school site that are scheduled outside of the school day, including concert and festival performances, performances in the community, and field trips.

In each class you teach, you will be supervised by your mentor classroom teacher and a university supervisor. Your should use your prep periods to plan instruction, meet with students, confer with mentor teachers, observe classes, and participate in other school activities. Near the end of your student teaching you will be expected to assume the full-time teaching responsibilities of the mentor teacher for at least two weeks. Timing and other arrangements for this two-week takeover is the joint responsibility of
you and your mentor teacher. Student Teaching is coordinated with the EDSS 459 seminar, part of which will be devoted to discussing issues and problems that arise during your student teaching (EDSS 458).

**Recommended Timelines for Fieldwork Participation**

<table>
<thead>
<tr>
<th>Phase I</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Weeks</td>
<td>Two Primary Classes</td>
<td>Third Class</td>
</tr>
<tr>
<td>1-6</td>
<td>Observation, tutoring, other limited participation</td>
<td>Observation, tutoring, other limited participation</td>
</tr>
<tr>
<td>7-18</td>
<td>Continue above, plus teaching some individual lessons</td>
<td>Observation, tutoring, other limited participation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks</td>
<td>Two Primary Classes</td>
<td>Third Class</td>
</tr>
<tr>
<td>1-3</td>
<td>Optional lead-in period, if needed (become familiar with school, curriculum, teacher, class)</td>
<td>Periodic observation</td>
</tr>
<tr>
<td>4-6</td>
<td>Full responsibility for planning and teaching</td>
<td>Periodic observation</td>
</tr>
<tr>
<td>7-9</td>
<td>Full responsibility for planning and teaching</td>
<td>Daily observation and limited participation</td>
</tr>
<tr>
<td>10-12</td>
<td>Full responsibility for planning and teaching</td>
<td>Daily participation and limited teaching</td>
</tr>
<tr>
<td>13-14</td>
<td>Full responsibility for planning and teaching</td>
<td>Daily participation and limited teaching</td>
</tr>
<tr>
<td>15-16</td>
<td>Full responsibility for planning and teaching</td>
<td>Full responsibility for planning and teaching</td>
</tr>
<tr>
<td>17-18</td>
<td>Full responsibility for planning and teaching</td>
<td>Daily participation and limited teaching</td>
</tr>
</tbody>
</table>
Roles and Responsibilities During Student Teaching

Teacher Candidate

During student teaching you are expected to:

- Accept student teaching responsibilities in TWO classes, and assist in a THIRD class for the entire school semester.
- Complete TWO consecutive weeks of student teaching in which you will teach an entire daily schedule. 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. Leaves 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 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 EDSS 458 and EDSS 459.
Mentor Teachers

Your mentor teachers will welcome you to the school and the classroom, see that you are oriented to school policies and classroom procedures, introduce you to school personnel, help you move into teaching responsibilities, oversee your planning and instruction, and provide feedback to help you develop as a teacher. Specifically, during student teaching each mentor teacher is expected to:

- Familiarize you with classroom, school, and district policies and procedures pertaining to your student teaching assignment.
- Establish and communicate his/her expectations for you in that assignment.
- Share with you course outlines, classroom materials, and other resources to help you plan and teach in your assignment.
- Require that you submit a written unit plan and detailed lesson plans for the first week of instruction before assuming full teaching responsibility in that assignment.
- Assist you in writing, implementing, and modifying unit and lesson plans, and collect written plans from you according to a mutually agreeable schedule.
- Monitor your teaching with respect to classroom control in the early weeks, and help you develop effective classroom management skills.
- Visit your classroom at least every two weeks, observe an entire lesson, and give you oral and written feedback.
- Confer with you at least weekly to review your instructional plans and to discuss issues and problems that arise in your teaching.
- Confer regularly with the university supervisor.
- Hold three-way conferences with you and the university supervisor at the beginning, middle, and end of the student teaching semester.
- Arrange for you to take over the mentor teacher’s full teaching schedule for a two-week period near the end of the semester, and monitor your performance during this period.
- Arrange for you to attend at least one department meeting each semester, and encourage you 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 is provided in the Appendix.
- Complete the Single Subject Program’s Evaluation of Student Teaching form twice (once at the middle of the school semester and once near the end), give you a copy, discuss the contents with you, and return it to the University Supervisor. This evaluation form is for departmental records only. The form is included in the Appendix.
- Consider writing a letter of recommendation, if you 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 you, your mentor teachers, and your university supervisors in carrying out their respective responsibilities.
• Help orient you to the school, and communicate school and district policies and expectations pertinent to your student teaching assignment.
• Arrange for you to receive a faculty handbook, curriculum guide, and/or any other important documents related to your student teaching assignment.
• Invite you to attend faculty and department meetings, in-service sessions, and other appropriate gatherings.
• Provide appropriate extra-curricular supervision experiences for you, as long as these do not conflict with your university responsibilities, including the student teaching seminar.
• Observe your classroom teaching when requested and provide feedback.

University Supervisors

Your university supervisor will help you relate your student teaching experience to your university preparation, assist you with planning, observe your teaching, and provide feedback to help you develop as a teacher. Specifically, during student teaching your university supervisor is expected to:

• Familiarize you with university policies and procedures pertaining to your student teaching assignment.
• Acquaint your mentor teachers and administrators with the Single Subject Program, and clarify the roles and responsibilities of the various people involved in your student teaching experience.
• Establish and communicate his/her expectations for you in the student teaching assignment.
• Assist you in planning for instruction, implementing instructional strategies and techniques, and managing classrooms and students.
• Visit your classroom on a regular basis, (SIX to EIGHT times) observe all or part of a lesson, and give you a written report, using the form provided by the university (see Appendix).
• Confer with you regularly to discuss issues and problems that arise in your teaching.
• Read your mentor teacher’s observation reports, and consult with you and the mentor teacher regarding how you are progressing and how they can help you progress.
• Hold three-way conferences with you and your mentor teacher at the beginning, middle, and end of the student teaching semester.
• Complete the Single Subject Program’s Evaluation of Student Teaching form twice (once at the middle of the school semester and once near the end), give you a copy, and discuss the contents with you. This evaluation form is for departmental records only. The form is included in the Appendix.
• 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 you and to the Single Subject Program Advisor.
• Evaluate your 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 you request one.
• Contribute to ongoing program development through informal feedback and formal written program evaluation.

PROFESSIONAL EXPECTATIONS OF TEACHER CANDIDATES

Please note that we hold you to high professional and ethical standards as a Credential Candidate at Sonoma State University. You are considered a representative of the University and of the School of Education. We take seriously that you are matriculating in a professional preparation program, that your preparation will involve close contact with minor age students and that you are a guest in your Mentor Teacher’s classroom and in the field site where you are placed for student teaching. As a Teacher Candidate in the Single Subjects Program, you must adhere to our code of ethics and exhibit professional behavior while on the Sonoma State University campus and at your field placement site. Your sensitivity, communication skills, and graciousness are important assets that can smooth your relationships during this challenging experience. Your appearance should be neat, clean, and appropriate for a professional working person. There will be repercussions for failing to uphold our professional and ethical standards.

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, 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, of course, 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.

[Adapted from Donald M. Sharpe, A Brief Guide to Secondary Student Teaching, Indiana State University, Terre Haute, IN, 1970, p. 24.]

**Absence**

- **Illness or Emergency:** Your school will have standard procedures for dealing with teachers’ unexpected absence due to illness or emergency. Become familiar with these procedures and adhere to them. Note that such procedures usually require you to provide some guidance for what a substitute teacher is to do in your place. Any absence due to illness or emergency must be reported to your university supervisor.

- **Leaves:** Any planned absence from your student teaching duties must be approved in advance by your 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 your school is involved in a strike or other work action, you are not obliged to enter the school grounds or to perform your assigned duties. You should immediately contact the Single Subject Program Advisor for instructions. Your 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 your evaluation and grading by university faculty. If it appears that the work action will be prolonged, you may be placed in another school to continue your student teaching.

**Confidentiality**

It is important 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 which have legal protection and may lead to serious consequences. Student teachers are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel, including the responsible instructors, concerned administrative personnel, or individuals responsible for 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 student teachers 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 student teacher you will at times have access to student information such as test scores, teacher reports,
or even verbal comments. All such information comes under the Family Educational Rights and Privacy Act of 1974, which protects its confidentiality.

Without belaboring the technicalities of this Act, we advise student teachers 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.

**Evaluation of Fieldwork**

EDSS 443A is graded on a Credit/No Credit basis. EDSS 443B is a grade only course. EDSS 459 is a Grade only course. The instructors of those courses will set the evaluation criteria, tell you what is expected, help you work toward meeting the criteria, and finally assign your grade based on those criteria.

Evaluation in the student teaching assignment (EDSS 458) is a joint process involving you, your mentor teacher(s), and your university supervisor. Your teachers and supervisor should communicate their expectations to you clearly and should work with you throughout the student teaching experience to help you meet them. At midterm and near the end of the semester each of your mentor teachers and your university supervisor will complete a form titled “Evaluation of Student Teaching Performance.” A copy of this form is included in the Appendix. Studying this form will give you a good sense of the basis for your evaluation. At the end of the university semester your university supervisor will assign a final grade (Credit or No Credit) for EDSS 458. The supervisor will determine this grade based on his or her contact with you throughout the semester and also on consultation with mentor teachers, subject matter supervisors, and anyone else with direct knowledge of your work and growth in the student teaching experience.

You should recognize that student teaching is the first substantial opportunity for most students to explore their qualifications and to demonstrate their competency as a teacher. Student teaching, for all its growth and rewards, is a difficult and demanding experience. Not all candidates are able to succeed on their first try, and a few show a profound lack of success. Marginal or substandard performance as a student teacher will result in a No Credit grade for student teaching. In this case, the teacher educators involved must decide together whether to recommend that the candidate repeat that student teaching course or leave the program and pursue another career. Any student who disagrees with the assigned grade or with an unfavorable recommendation by the Single Subject Program has the right to appeal (see the section on Student Appeals in this Handbook).

**When Problems Occur in Field Placements**

Because student teaching is a challenging experience, significant problems sometimes arise. The following procedures are designed to deal with such situations.

Initial Steps:

1. The student teacher 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 student teacher and/or mentor teacher to discuss concerns and find solutions.

3. The university supervisor notifies the Program Advisor of the problem.

4. If problems continue, the university supervisor schedules a formal three-way conference with the student teacher and mentor teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution (e.g., a contract).

5. The university supervisor notifies in writing the student teacher, the mentor teacher, the site principal, and the Program Advisor 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 Program Advisor to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

**Extension of Field Placement Assignment**

In circumstances where the student teacher is unable to complete the field assignment successfully as outlined in the Student 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 Program Advisor. In cases where disagreement exists, the Program Advisor 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 Program Advisor 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 advisor 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 Program Advisor 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 Program Advisor 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 advisor must
notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the program. The Program Advisor 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 Program Advisor 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 advisor must notify the department chair in writing of 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 Program Advisor maintains all records supporting the decision by the faculty to remove the student from the field experience and terminate him/her from the program.

### Notification List

<table>
<thead>
<tr>
<th>Required</th>
<th>Optional as Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Dean, School of Education</td>
</tr>
<tr>
<td>Site Personnel (e.g., mentor teacher, principal, etc.)</td>
<td>Disabled Student Services</td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
</tr>
<tr>
<td>Program Advisor</td>
<td></td>
</tr>
<tr>
<td>Credentials Analyst</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
</tbody>
</table>

### Immediate Termination of Field Placement

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

### Challenge or Waiver of Student Teaching

Credential candidates who have significant, documented teaching experience in a middle school or high school setting may petition for either a challenge or a waiver of student teaching. Challenges and waivers are rare and are only granted when the candidate demonstrates outstanding teaching ability and is performing well in Single Subject Program courses. Approval requires the recommendation of the Single Subject Program faculty. If you think you may qualify for either of these options, please talk with your faculty advisor.

### Requirements

- Continuous teaching experience (not daily substitute teaching) in a middle school or high school classroom:
At least one and a half years for a challenge
At least three years for a waiver

A minimum GPA of 3.0 in Single Subject Program coursework
Documentation of excellent teaching performance

**Documentation required**

- A cover letter stating the intent to challenge/waive and the reasons for requesting the challenge/waiver
- A letter from a supervisor documenting continuous teaching experience in a middle school or high school:
  - At least one and a half years for a challenge
  - At least three years for a waiver
- Two letters attesting to the quality of the candidate’s teaching
- Unit and lesson plans with accompanying student work that demonstrate excellent skills in planning, instruction, and assessment

**Petition procedure**

- Consult faculty advisor early about the feasibility of a challenge or waiver
- Submit package containing all documentation described above to the Single Subject Program Advisor

Deadlines:
- April 1 for a challenge/waiver during the Fall semester
- November 1 for a challenge/waiver during the Spring semester

**Student teaching challenge**

After Single Subject faculty approve the request to challenge student teaching, then:

- If the candidate will be employed in an appropriate classroom the following semester, the challenge may take place there. If not, the candidate must be assigned a student teaching challenge placement from the Director of Student Teaching Placement. Candidates must not approach school sites until this assignment has been made.
- Once the challenge site has been determined, the candidate must submit to the Single Subject Program Advisor written permission from the principal and the mentor/mentor teacher(s) of the class(es) where the challenge will be conducted.
- The candidate must register for EDSS 458 and EDSS 459 for the challenge semester.
- During the challenge semester, a university supervisor will observe the candidate’s teaching once a week for four weeks.
- After this four-week observation period, if the university supervisor and the mentor/mentor teacher agree that the candidate’s teaching is satisfactory, then the student teaching is considered completed, and the candidate will be recommended for a credential upon satisfactory completion
of all other requirements. A candidate who has successfully challenged may either continue in EDSS 459 for the rest of the semester, or leave the class immediately and receive a grade of “B”.

- If at the end of the four-week observation period the university supervisor and mentor/mentor teacher(s) agree that more supervision is needed, then the student teaching and supervision will continue as normal for the rest of the semester.

**Student teaching waiver**

If a Request for Substitution of SOE Course Requirements for student teaching is approved, then the candidate is exempted from EDSS 458 and EDSS 459, and will be recommended for a credential upon satisfactory completion of all other requirements.

**When to End the Student Teaching Semester**

To comply with appropriate policy regarding the end of the student teaching semester, student teachers must be aware of the following information. Our University supervisors are contractually obligated to supervise student teachers only until the last day of finals. When the mentor teacher and university supervisor complete the final student teaching evaluation on or before the last day of finals, this officially completes the assessment phase of the student teaching experience. However, we recognize that the public school semester/year is not finished. Though we require students to follow the calendar of the school where they are student teaching, this creates a situation where the university is absent from any supervision for the remainder of your school semester/year. Consequently, here is the policy of the Single Subject Program:

The university supervisor, the student teacher, and the mentor teacher at the school site will negotiate when the student teacher will leave the site. The Single Subject Program recommends a window of time beginning with the last day of finals, and ending with the last day of school or the end of the school’s semester/year. It is up to the parties mentioned above to negotiate an ending that is satisfactory to all parties involved. Most student teachers volunteer to stay at the school site until the end of the school site’s academic semester/year. This allows student teachers to experience a school semester/year come to a close. If any problems arise with the student teacher, the school site should notify the Department Chair and the School of Education Dean, as persons to contact at the University.

This policy was created on the unanimous recommendation of the Single Subject Program Community Advisory Board, which consists of administrators and teachers from our service region.

**Removal from Single Subject Program**

**Field Placement (EDSS 443A)**

A candidate is allowed three opportunities to successfully complete 443A. If, after the third time, a student still has not demonstrated the necessary qualifications to move on to student teaching, the student will not be permitted to continue on in the program.

**Student Teaching (EDSS 458)**

A candidate is allowed two opportunities to successfully complete student teaching. If, for whatever reason (e.g., failing PACT, failing student teaching by judgment of mentor teachers and a university
supervisor, receiving an incomplete in EDSS 458), a candidate is not successful after two semesters of student teaching, the candidate will be dropped from the program.
Getting Your Credential

When you have completed all the Single Subject Program requirements as described in this Handbook, you will be eligible for a Preliminary Single Subject Teaching Credential in your subject area. Towards the end of your Phase II student teaching semester you need to submit a formal application for your credential. This section describes the application process briefly. You will receive further details of the process in a meeting with the Credentials Analyst during your Phase II seminar.

Before Phase II

Most documents needed for the credential application should already be on file in the Credentials Office prior to your student teaching in Phase II. They include:

- Transcripts from all accredited colleges and universities attended
- Photocopy of verification of passing CBEST if you did not have results sent directly to Sonoma State
- Signed Subject Matter Waiver Program Completion Form or photocopy of CSET results if results were not sent to Sonoma State
- Certificate of Clearance or a copy of Emergency 30-Day (or other Permit)
- Petitions for course substitutions (if applicable)

During Phase II

Follow the steps below:

1. Attend meeting with Credential Analyst during Student Teaching Seminar regarding credential application process.
2. Obtain application materials at Credentials Office or in the Student Teaching Seminar.
3. Complete workshop for infant/child/adult CPR training.
4. Complete application forms as instructed.
5. Submit application materials to the Credentials Analyst towards the end of your student teaching semester. Please note: the Credentials Analyst cannot file for your credential until grades are posted on your transcript.

After Phase II

Once the Credentials Analyst has filed for your credential with the California Commission on Teacher Credentialing (CTC), you will receive an email requesting online payment to CTC for the credential. Your credential will be issued within 10-14 business days after you make your payment. The official document will be mailed to you directly.
Appendix

This appendix contains a copy of various forms used in the Single Subject Program. Some of the forms you may need in special circumstances and others will be used for observations and evaluations. Additional copies of all forms are available from faculty advisors, the Credentials Office, or the Department of Curriculum Studies and Secondary Education.

The following forms are attached:

- Request for Substitution of School of Education Course Requirements
- Request for Extended Program
- Request for Leave of Absence
- Student Teaching Visitation Report
- Evaluation of Student Teaching Performance
- Evaluation of Mentor Teacher
- Evaluation of University Supervisor
REQUEST FOR SUBSTITUTION OF SCHOOL OF EDUCATION COURSE REQUIREMENTS

Name
Department

Address
Program

City, State, Zip
Home Phone

Student ID
Work Phone

☐Program Applicant  ☐ Program Admit

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

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

Justification for Petition:

Signature of Student  Date

STUDENTS DO NOT WRITE BELOW THIS LINE

Instructor’s Recommendation:

Signature of Instructor  Date

Approved
Denied

Copy to Student
Copy to Department Chair
Copy to Credentials Office
Copy to Admissions & Records
(Credentials Office will send to A&R

Substitute course: Subject:___________Course ___ #:____
Taken at: _________________________________
For: Subject:_________________________Course #:____

Signature of Department Chair  Date
REQUEST FOR EXTENDED PROGRAM--

Name ______________________________ Subject area ________________________
Address ___________________________________________ Semester Admitted __________
City ___________________________ Zip Code ____________

Email ___________________________ Phone ____________________________

Circle appropriate subject matter option and fill in date:
Subject Matter Program 1) completed 2) will complete
CSET 1) passed 2) plan to take

Subject area courses still needed:

Reason for request (attach additional pages, as needed):

For any courses waived: A “Waiver of SOE Requirements” form MUST be on file

All prerequisites must be taken BEFORE entering Phase I.

*EDSS 443A, EDSS 443B, EDSS 444, and EDSS 446 must be taken concurrently and during the semester immediately preceding student teaching (EDSS 458). Exceptions granted on permission of the faculty advisor and approval of department chair.

Proposed Program: List courses to be taken each semester, from beginning to end of the program.

Semester 1 (date)

Semester 2 (date)

Semester 3 (date)

Semester 4 (date)

IMPORTANT: I understand that will NOT be able to student teach until notify the Department Chair, in writing, of my intention to student teach by April 1 for Fall Semester, or November 1 for Spring Semester. Any changes to this program require a new form be completed and approved the faculty advisor and department chair.

Student Signature ___________________________ Date ___________
Faculty Advisor______________________________ approved______not approved

Comments:

Department Chair Date:____ approved ______ not approved ______
Comments:
Distribution: ____ Credentials Office ____ CSSE Dept File ____ Student ____ Director of Field Placement
### STUDENT TEACHING VISITATION REPORT

<table>
<thead>
<tr>
<th>Making Subject Matter Comprehensible</th>
<th>Assessing Students in Learning</th>
<th>Engaging and Supporting Student Learning</th>
<th>Planning Instruction; Designing Learning Experiences</th>
<th>Creating Effective Learning Environments</th>
<th>Developing as a Professional Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Report</td>
<td>Comments and Suggestions</td>
<td></td>
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</tbody>
</table>

ORIGINAL TO UNIVERSITY SUPERVISOR; COPIES TO STUDENT TEACHER AND MENTOR TEACHER (revised 10/03) EDU094
**Class Climate**

**Evaluation of Student Teaching Performance**

---

**1. Information**

1.1 Candidate's Name: 

1.2 Candidate is a/an □ Student Teacher □ Intern 

1.3 Candidate is a/an □ Man □ Woman 

1.4 Evaluator's Name: 

1.5 I certify as a Mentor Teacher that this candidate has completed the two week takeover □ Yes □ No 

1.6 School: 

1.7 Grade level being taught during observation: 

- □ 6th 
- □ 7th 
- □ 8th 
- □ 9th 
- □ 10th 
- □ 11th 
- □ 12th 

1.8 Subject area being taught during observation: 

- □ Art 
- □ Modern Languages 
- □ Science 
- □ English 
- □ Music 
- □ Social Science 
- □ Mathematics 
- □ Physical Education 
- □ Other 

---

**2. Teaching Performance Expectations**

Making Subject Matter Comprehensible to Students:

2.1 Displays specific, appropriate skills for the subject matter (e.g., English, Social Studies, Mathematics, World Languages, Physical Education, Science, Art, Music). 

2.2 Comments regarding "Making Subject Matter Comprehensible to Students"
2. Teaching Performance Expectations [Continue]

Assessing Student Learning

2.3 Monitors student learning during instruction (e.g., communicates learning goals to students, determines progress toward learning goals, uses questioning strategies, examines student work).

2.4 Effectively uses and interprets assessments (e.g., formal and informal assessments, multiple measures, standardized tests, uses assessment outcomes to inform instruction, provides feedback to students).

2.5 Comments regarding candidate's performance on "Assessing Student Learning"

Engaging and Supporting Students in Learning

2.6 Makes content accessible to students (e.g., incorporates specific strategies that motivate students to learn, meets students' academic learning needs in a variety of ways).

2.7 Engages students in developmentally appropriate ways (e.g., using practices effective with adolescents such as problem solving, concrete reasoning, abstract thinking, and self-reflection)

2.8 Uses appropriate teaching practices and technology (e.g., encourages participation of all students, presents/examines multiple points of view, encourages student cooperation, connects learning to students' life experiences)

2.9 Effectively engages English Language Learners (e.g., appropriately applies instructional theories, principles, and practices for instruction of English Language Learners).
2. Teaching Performance Expectations  [Continue]

2.10 Comments regarding candidate's performance on "Engaging and Supporting Student Learning"

Planning Instruction ad Designing Learning Experiences for Students

2.11 Demonstrates knowledge about students (e.g., understands patterns of adolescent development, encourages parent involvement, understands how gender & health can influence learning).

2.12 Plans instruction and uses technology effectively (e.g., establishes short and long term goals, sequential planning of daily instruction, employs a variety of instructional strategies).

2.13 Comments regarding candidate's performance on "Planning Instruction and Designing Learning Experiences for Students"

Creating and Maintaining Effective Environments for Student Learning

2.14 Effectively uses instructional time (e.g., establishes procedures for routine instructional tasks, manages transitions to maximize instructional time).

2.15 Creates an appropriate social environment in the classroom (e.g., promotes a positive, safe learning environment, articulates a student discipline plan).
2. Teaching Performance Expectations [Continue]

2.16 Comments regarding candidate's performance on "Creating and Maintaining Effective Environments for Student Learning"

Developing as a Professional Educator

2.17 Meets professional, legal, and ethical obligations (e.g., teaches understanding and appreciation of diversity, promotes democratic principles, opposes racism and sexual harassment)

2.18 Participates in professional growth (e.g., uses self-assessment to evaluate and improve teaching practices, uses reflection and feedback to improve teaching practices, further study in subject areas)

2.19 Comments regarding candidate's performance on "Developing as a Professional Educator"

3. Evaluators Final Recommendation

3.1 Final Recommendation

☑ Recommend this candidate for a teaching credential ☐ Some reservations recommending this candidate for a teaching credential ☐ Would not recommend this candidate for a teaching credential
3. Evaluators Final Recommendation [Continue]

3.2 Final Comments regarding candidate's performance

If you would like a copy of this survey, please print before submitting. Thank you
Class Climate | Student's Evaluation of Mentor Teacher

Mark as shown: ☐ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

<table>
<thead>
<tr>
<th>1. Mentor Teacher and Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mentor Teacher:</td>
</tr>
<tr>
<td>1.2 School:</td>
</tr>
</tbody>
</table>

2. Please evaluate your mentor teacher's performance in each of the categories listed below. In addition to checking the appropriate rating, please add your explanatory comments in the space below each category.

| 2.1 The effectiveness of the mentor teacher's written comments helped me improve as a teacher was: |
| 2.2 Comment: |

| 2.3 The frequency and duration of the mentor teacher's observations (both formal and informal) of me was: |
| 2.4 Comment: |
2.5 The effectiveness of the mentor teacher's written comments helped me improve as a teacher was: 

2.6 Comment:

2.7 The effectiveness of the mentor teacher's written comments helped me improve as a teacher was: 

2.8 Comment:

2.9 The frequency and quality of my conferences with the mentor teacher was: 

2.10 Comment:
2. Please evaluate your mentor teacher's performance in each of the categories listed below. In addition to checking the appropriate rating, please add your explanatory comments in the space below each category.

2.11 My mentor teacher's effectiveness in helping me adapt my teaching for all learners was:

2.12 Comment:

2.13 The degree to which mentor teacher is current in subject matter was:

2.14 Comment:

2.15 The degree to which mentor teacher is current in subject matter was:

2.16 Comment:
2.17 The overall effectiveness of the mentor teacher in helping me improve my teaching was:

2.18 Comment:

2.19 My mentor teacher's effectiveness as a professional role model was:

2.20 Comment:

2.21 I would suggest that this mentor teacher be asked to supervise a student teacher in the future:

2.22 Comment:
Class Climate  |  Student Teacher's Evaluation of University Supervisor

Mark as shown:  □ □ □ □ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction:  □ □ □ □ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Information
1.1 University Supervisor: 

1.2 Please type your name to confirm that you are providing this evaluation of your university supervisor

2. Please evaluate your university supervisor's performance in each of the categories listed below. In addition to checking the appropriate rating, please add your explanatory comments in the space below each category.

2.1 The frequency and duration of the university supervisor's observations (formal and informal) of me was:

2.2 Comments:

2.3 The effectiveness of the university supervisor's written comments helped me improve as a teacher was:

2.4 Comments:
2.5 The effectiveness of the university supervisor's written comments helped me improve as a teacher was:

2.6 Comments:

2.7 The frequency and quality of my conferences with the university supervisor was:

2.8 Comments:

2.9 The frequency and quality of my conferences with the university supervisor was:

2.10 Comments:
2.11 My university supervisor’s effectiveness in helping me adapt my teaching for all learners was:

2.12 Comments:

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
</table>

2.13 The effectiveness of the university supervisor as a source of suggestions regarding planning and teaching was:

2.14 Comments:

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
</table>

2.15 The effectiveness of the university supervisor as a source of suggestions regarding classroom management and improving the learning environment in my classroom was:

2.16 Comments:

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
</table>

2.17 I would suggest that this university supervisor be asked to supervise a student teacher in the future:

- Yes
- No
2. Please evaluate your university supervisor's performance in each of the categories listed below. In addition to checking the appropriate rating, please add your explanatory comments in the space below each category.

2.18 Comments:

The overall effectiveness of the university supervisor in helping me improve my teaching was:

2.19 The overall effectiveness of the university supervisor in helping me improve my teaching was:

2.20 Comments:

Thank you for completing this survey.