



Single Subjects Credential Program
Teacher Candidate Handbook

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

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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 have 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 Teacher Candidate 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.

Name	Office	Telephone	Email
Dr. Kelly Estrada	Stevenson 1078G	664-3176	estradak@sonoma.edu
Dr. Karen Grady	Stevenson 3027	664-3328	karen.grady@sonoma.edu
Dr. John Kornfeld	Stevenson 3021	664-4208	john.kornfeld@sonoma.edu
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Single Subject Credential Program

The Single Subject Program is housed in the Department of Curriculum Studies and Secondary Education, one of four departments in the School of Education. The administrative structure for the program is provided below.

Single Subject Credential Program	Location	Phone
Dean of the School of Education: Dr. Carlos Ayala	Stevenson 1078	664-2132
Curriculum Studies and Secondary Education Dept. Chair: Kelly M. Estrada	Stevenson 1078	664-3176
Administrative Analyst: Jill Hunter	Stevenson	664-3238

	1078	
Credentials Office	Stevenson 1078	664-3141
Maricela Ibarra, Student Services Coordinator	Stevenson 1078	664-2593
School of Education, Main Office	Stevenson 1078	664-3115

School of Education Vision Statement

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

Mission Statement

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

Core Values

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

Single Subject 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 typically 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 100 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 teacher candidates. 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 classes throughout the semester and spend at least two more periods involved in other activities in the school. For at least four consecutive weeks of the student teaching semester, you will engage in a teaching immersion experience. The four-week immersion consists of an intensive student teaching experience that completes the formal teacher education program and prepares you to enter directly into a full-time teaching position.

All students are required to complete the [edTPA Performance Assessment](#) to demonstrate their readiness for a full-time, credentialed teaching assignment. It is aligned with the California Teaching Performance Expectations (TPE's) and the relevant California student academic content standards and/or curriculum frameworks.

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 English, Mathematics and Music. 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.

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

Phase I		
EDSS 442	Equity and Agency in Teaching and Learning	3 units
EDSS 443A	Creating Effective Learning Communities: Field Settings	4 units
EDSS 443B	Creating Effective Learning Communities: Seminar	3 units

EDSS 444	Curriculum, Instruction and Assessment	4 units
EDSS 446	Language and Literacy Development in Secondary Classrooms	4 units
Phase I Total:		18 units

***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.

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

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

COURSE DESCRIPTIONS

PREREQUISITE COURSES

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

(OR approved alternative coursework)

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

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

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

An analysis of adolescent development and contemporary adolescent experiences as it addresses the central question of how adolescents differ from adults and children in terms of development. Examination of specific dimensions of adolescent development include physical, cognitive, psychological, social, sexual, moral, and spiritual. Course content is appropriate for those planning to pursue careers in psychology, counseling, social work, and education. Restricted to: juniors, seniors CRED, CREDC, CREDP, CRED2, plan of EDUC-MA and to credential student group (RUCR).

PHASE I: PROGRAM COURSES

EDSS 442: Equity and Agency in Teaching and Learning (3 units) (Fall)

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

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

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

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

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

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

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

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

Principles, methods, and materials for guiding disciplinary and digital literacy in secondary classroom settings. Includes development theory and current issues in

reading/language pedagogy for first and second language learners. Grade only.
Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418, or permission of instructor.

PHASE II: PROGRAM COURSES

EDSP 430: Special Education for Teachers (3 units) (Spring)

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

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

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

EDSS 459: Seminar: Student Teaching in Multicultural Settings (4units) (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 edTPA Performance Assessment Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the edTPA Performance Assessment will be required to earn a California Preliminary Single Subject Credential. Grade only. Prerequisites: successful completion of all Phase I courses, EDSP 433. Must be taken concurrently with EDSS 458.

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:

TPE 1: Engaging and Supporting All Students in Learning

Elements
<p>Beginning teachers:</p> <ol style="list-style-type: none"> 1. Apply knowledge of students, including their prior experiences, interests, and social/emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. 2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. 3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. 5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements
<p>Beginning teachers:</p> <ol style="list-style-type: none"> 1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect

- diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
 4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
 5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
 6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the

internationally recognized educational technology standards.

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

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy,

and offer students multiple means to demonstrate their learning.
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TPE 5: Assessing Student Learning

Elements

Beginning teachers:

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| <ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. 3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. 4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. 6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. 7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. 8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. |
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TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

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| <ol style="list-style-type: none"> 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. 2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. |
|--|

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

The edTPA Performance Assessment is a subject-specific portfolio-based assessment of teaching performance that is completed by teacher candidates to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations (TPE's) and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated rubrics are available on the edTPA website (<https://www.edtpa.com/>).

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.

***Note:** *the cost for scoring the edTPA Performance Assessment is the responsibility of the teacher candidate. The current cost of scoring is \$300.00 for the first full submission of the Teaching Event and \$100 per Task (there are 3 tasks in all) for any additional submissions as of the date of publication of this handbook.*

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 Extended Program over four consecutive semesters

(fall/spring/fall/spring).

Fall Admission schedule following completion of prerequisites:

Fall Semester	Spring Semester
EDSS 442	EDSP 430
EDSS 443A/B	EDSS 458
EDSS 444	EDSS 459
EDSS 446	

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 School of Education at the Sonoma County Office of Education (SCOE) 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 the prerequisite 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 edTPA Performance to receive a preliminary teaching credential.

Department Policy Regarding Intern Qualification

To qualify as an intern, teacher candidates must have completed Phase 1 of the Single Subjects Credential Program and must be offered at least .4 FTE (full time equivalent) contract. If offered an intern position, the teacher candidate must notify CSSE Department Chair of the intent to apply for an intern credential prior to the official start of the spring semester of instruction at Sonoma State University. Intern credential applications will be accepted after the 2nd week of the spring semester only on a case-by-case basis.

Recommendation for an Intern credential is contingent upon the approval by the Chair of CSSE of a Plan of Action that must be developed by the prospective Intern and the school principal. The Plan of Action must include the following:

- An outline of courses that will comprise the instructional load for the position;
- A work plan for completing the EdTPA performance assessment
- Teaching Event with site-based support (for example, agreements by the hiring principal for the provision of substitute teaching days leading up to the EdTPA, to provide the Intern with time complete the EdTPA by the posted due date);

Once the Plan of Action is approved by the CSSE Department Chair, the teacher candidate must make arrangements to meet with the Department Chair to review that all statutory requirements for the Internship have been met in advance of meeting with the School of Education Credential Analyst for completion of the Intern permit application.

Phase I for Intern Teachers

- Prerequisite courses:
 - EDUC 417: School and Society (3)
 - EDSS 418: Learning and Development in Adolescents (3) Phase I:
- Program Courses:
 - EDSS 442: Equity and Agency in Teaching and Learning (3)
 - EDSS 443A: Creating Effective Learning Communities: Field Settings (4)
 - EDSS 443B: Creating Effective Learning Communities: Seminar (3)
 - EDSS 444: Curriculum, Instruction and Assessment (4)
 - EDSS 446: Language and Literacy Development in Secondary Classrooms (4)

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

Phase II for Intern Teachers

- EDSP 430: Special Education for Teachers (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 edTPA Performance Assessment.
- EDSS 459: Seminar: Student Teaching in Multicultural Settings (4)

During Phase II, 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. edTPA Teaching Event

Applying for the Intern Teacher 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 the edTPA assessment, 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 School of Education Intern 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 various areas. 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 flexibility among their faculty for scheduling and expanding their curriculum options. In more specialized areas such as music, art, foreign language, and physical education, 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 add 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 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 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.

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:

Subject Area Advisors

Subject Area	Advisor	Office Location	Contact Information
Art	Stephen Galloway	Art 139	664-3046
English	Cathy Kroll	Nichols 346	664-2966
Mathematics	Ben Ford	Darwin 114G	ben.ford@sonoma.edu
Music	Andy Collinsworth	GMC 2063	664-4154
Physical Education	Steven Winter	PE 13	664.2188
Science	Edward Lyon	Stevenson 3023	664-3002
Social Science	Steve Estes	Stevenson 2070D	664-2424
World Language	Robert Train	Stevenson 1032B	664-2014

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 *V i s i o n a n d M i s s i o n* 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 Vision & Mission Statement
- 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>

GRADES

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 edTPA Performance Assessment
- 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://admissions.sonoma.edu/forms>, scroll down to “Records Forms” and select “Personal Information Change Form” to change your information. 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 website).

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 resumé 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 a theoretical basis for teaching and learning, as well as 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

Phase I
<p>COURSE DESCRIPTION</p> <p>EDSS 443A: Creating Effective Learning Communities: Field Settings (4 units)</p> <p>A minimum of 100 hours of observation and limited participation in a diverse middle school, junior high, or high school classroom. Focused and systematic observation and structured participation in a middle, junior high, or senior high 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.</p> <p>GOALS</p> <ul style="list-style-type: none"> • 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.
<p>EDSS 443B: Creating Effective Learning Communities: Seminar (3 units)</p> <p>Issues related to teaching in secondary school. Seminar focuses on aspects of classrooms observed in EDSS 443A, including competencies, classroom management, lesson and unit design. Students prepare for the edTPA Teaching Event by developing a detailed classroom management plan, creating lessons that they teach in their EDSS 443A classrooms, and engaging in systematic reflection on the lessons' effectiveness. Grade Only. Prerequisites: EDUC 417 and EDSS 418. Must be taken concurrently with EDSS 443A.</p> <p>GOALS</p> <ul style="list-style-type: none"> • Share and analyze experiences from classroom observation and participation. • Begin to develop a philosophy and strategies for classroom management. • Develop strategies for planning, instruction, and assessment appropriate for all students.

Phase II
<p>EDSS 458: Student Teaching in Multicultural Settings (12 units)</p> <p>A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a mentor teacher and a university supervisor. Assignment consists of four teaching periods and two preparation periods daily. Two teaching periods entail full student teaching responsibility as outlined in the Single Subject Handbook. Two teaching periods consist of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Teacher candidates may team-teach in some or all of the classes. Complete all requirements for the edTPA Performance Assessment. CR/NC only. Prerequisites: successful completion of all Phase I courses, EDSP 430. Must be taken concurrently with EDSS 459.</p> <p>GOALS</p> <ul style="list-style-type: none"> • Plan and present complete units of instruction, including appropriate assessment. • Define organizational and instructional strategies developed in earlier phases.
<p>EDSS 459: Seminar: Student Teaching in Multicultural Settings (4 units)</p> <p>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.</p> <p>In addition, the weekly seminar prepares teacher candidates for the edTPA Performance Assessment Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisites: All program pre and co-requisite courses, Phase I courses. Candidates who fail EDSS 458 will be administratively withdrawn from EDSS 459 and must repeat EDSS 459.</p> <p>GOALS</p> <ul style="list-style-type: none"> • 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.

Process of Making 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 [Teacher candidate 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 100 hours (no less than FIVE 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 four 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. Two of the classes 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 who will be assigned to you. You 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 four-week *Immersion Experience* (described below) is the joint responsibility of you and your mentor teacher. Student Teaching is coordinated with the EDSS 459 seminar, part of that will be devoted to discussing issues and problems that arise during your student teaching (EDSS 458).

Recommended Timelines for Fieldwork Participation

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

13–14	Full responsibility for planning and teaching	Daily participation and limited teaching
15–16	Full responsibility for planning and teaching	Full responsibility for planning and teaching
17–18	Full responsibility for planning and teaching	Daily participation and limited teaching

Roles and Responsibilities During Student Teaching

Teacher Candidate

During student teaching you are expected to:

- Accept student teaching responsibilities in two (2) classes, and assist in two (2) additional class for the entire school semester.
- Complete four (4) consecutive weeks of a student teaching *Immersion Experience* in which you will report to your site at the same time that inservice teachers are required to report for work, teach and assist in your regular periods of instruction and shadow your mentor teacher for the rest of the assigned school day. During the four-week period of the Immersion Experience, you will participate in what ever before or after school activities that are required of the in-service teaching staff at your school site. This requirement may be completed with one or more teachers in a team teaching situation.
- Work on the school site during all assigned classroom and prep periods.
- Schedule no personal commitments, employment responsibilities, or extra-curricular assignments which conflict with normal school site duties or with the student teaching seminar.
- Submit to the mentor teacher an overview of plans for the semester as well as detailed lesson plans for the first week of instruction in each student teaching assignment before assuming full teaching responsibility in that assignment.
- Continue to submit written lesson plans to each mentor teacher according to a mutually agreeable schedule.
- Confer regularly with each mentor teacher and with the University Supervisor.
- Attend at least one department meeting each semester.
- Become familiar with the procedures and culture of the school by participating in other school activities as appropriate.
- Attend all required teacher activities.
- Become familiar with all types of administrative and management procedures and forms used by classroom teachers in the school.

- List your current address and telephone number with the school secretary.
- Follow established school procedures in reporting illness and providing lesson plans for your replacement. A leaves of absence other than illness or emergency must be approved in advance by the mentor teacher, school administration, and university supervisor.
- Be professional in appearance and manner. Although there may be no explicit dress code for teachers, there are usually unwritten codes of acceptable dress in each school.
- Complete an *Evaluation of the Mentor Teacher* and an *Evaluation of University Supervisor* form at the end of the semester and submit them to the Program Advisor.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.
- Be available during regular school hours (roughly 7:30 a.m. to 3:30 p.m.) for school activities. It is strongly recommended that you also become involved in extra-curricular activities (e.g. dances, clubs, sports, field trips, etc.)
- Not enroll in any university courses other than EDSP 430, EDSS 458 and EDSS 459.

Mentor Teacher

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

- Familiarize the teacher candidate with classroom, school, and district policies and procedures pertaining to your student teaching assignment.
- Establish and communicate his/her expectations for the teacher candidate in that assignment.
- Share with the teacher candidate course outlines, classroom materials, and other resources to help you plan and teach in her/his assignment.
- Require that the teacher candidate submit a written unit plan and detailed lesson plans for the first week of instruction before assuming full teaching responsibility in that assignment.
- Assist the teacher candidate in writing, implementing, and modifying unit and lesson plans, and collect written plans from her/him according to a mutually agreeable schedule.
- Monitor the teacher candidate's teaching with respect to classroom control in the early weeks, and help her/him develop effective classroom

management skills.

- Visit the teacher candidate's classroom at least every two weeks, observe an entire lesson, and give her/him oral and written feedback.
- Confer with the teacher candidate at least weekly to review her/his instructional plans and to discuss issues and problems that arise in her/his teaching.
- Confer regularly with the university supervisor.
- Hold three-way conferences with the teacher candidate and the university supervisor at the beginning, middle, and end of the student teaching semester.
- Arrange for the teacher candidate to engage in the 4-week teaching immersion experience by following the mentor teacher's full teaching schedule for a four-week period near the end of the semester, and monitor her/his performance during this period.
- Arrange for the teacher candidate to attend at least one department meeting each semester, and encourage her/him to participate in other appropriate school and faculty activities, such as in-service sessions.
- Submit to the university supervisor a minimum of six formal observation reports, spaced throughout the school semester. Mentor teachers should use the standard observation form supplied by the university supervisor; a copy can be accessed on the School of Education Forms website: <http://web.sonoma.edu/education/forms/index.html>.
- In conjunction with the university supervisor, complete two (2) evaluations of the teacher candidate: one at mid-semester during student teaching and one at the end of the semester for the purpose of final evaluation of student teaching. Both evaluations will be completed using the *SSU Single Subject Evaluation of Student Teaching Performance* form (see Appendix #). At mid-semester, the form is completed by the mentor teacher and university supervisor and is used as the basis for a three-way meeting between the teacher candidate, mentor teacher(s) and university supervisor to discuss the candidate's progress and to set goals for further development. University supervisors will provide a copy of the form for this purpose. The form is used again at the end of the semester for the final evaluation and is submitted to the School of Education by the mentor teacher(s), after conferring with the university supervisor. **A link to the form will be provided to all mentor teachers towards the end of the spring semester for the purposes of referring the teacher candidate for the single subjects credential.**
- Consider writing a letter of recommendation, if the teacher candidate request one.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

School Administrators

During student teaching, school site administrators are expected to:

- Assist the teacher candidate, her/his mentor teachers, and her/his university supervisors in carrying out their respective responsibilities.
- Help orient the teacher candidate to the school, and communicate school and district policies and expectations pertinent to her/his student teaching assignment.
- Arrange for the teacher candidate to receive a faculty handbook, curriculum guide, and/or any other important documents related to her/his student teaching assignment.
- Invite the teacher candidate to attend faculty and department meetings, in-service sessions, and other appropriate gatherings.
- Provide appropriate extra-curricular supervision experiences for the teacher candidate, as long as these do not conflict with her/his university responsibilities, including the student teaching seminar.
- Observe the teacher candidate's classroom teaching when requested and provide feedback.

University Supervisor

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 the teacher candidate with university policies and procedures pertaining to her/his student teaching assignment.
- Acquaint the teacher candidate's mentor teachers and administrators with the Single Subject Program, and clarify the roles and responsibilities of the various people involved in her/his student teaching experience.
- Establish and communicate his/her expectations for the teacher candidate in the student teaching assignment.
- Assist the teacher candidate in planning for instruction, implementing instructional strategies and techniques, and managing classrooms and students.
- Visit the teacher candidate's classroom on a regular basis, (SIX to EIGHT times) observe all or part of a lesson, and give her/him a written report, using the form provided by the university (see School of Education Forms website: <http://web.sonoma.edu/education/forms/index.html>).
- Confer with the teacher candidate regularly to discuss issues and problems that arise in her/his teaching.

- Read the teacher candidate's mentor teacher(s) observation reports, and consult with her/him and the mentor teacher regarding how s/he is progressing and how they can help her/him develop as a novice teacher.
- Hold three-way conferences with the teacher candidate and her/his mentor teacher at the beginning, middle, and end of the student teaching semester.
- In conjunction with the mentor teacher, complete two (2) evaluations of the teacher candidate: one at mid-semester during student teaching and one at the end of the semester for the purpose of final evaluation of student teaching. Both evaluations will be completed using the *SSU Single Subject Evaluation of Student Teaching Performance* form (see Appendix #). At mid-semester, the form is completed by the mentor teacher and university supervisor and is used as the basis for a three-way meeting between the teacher candidate, mentor teacher(s) and university supervisor to discuss the candidate's progress and to set goals for further development. University supervisors provide a copy of the form for this purpose. The form is used again at the end of the semester for the final evaluation and is submitted to the School of Education by the mentor teacher(s), after conferring with the university supervisor. **A link to the form will be provided to all mentor teachers towards the end of the spring semester for the purposes of referring the teacher candidate for the single subjects credential.**
- Provide direction for the resolution of problems that may arise during student teaching. Document in writing, any major problems or anomalies and forward copies to the teacher candidate and to the Single Subject Program Advisor.
- Evaluate the teacher candidate's work using a variety of assessment measures, and assign a final grade (Cr/NC) for the student teaching course.
- Consider writing a letter of recommendation, if the teacher candidate requests one.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

PROFESSIONAL EXPECTATIONS OF TEACHER CANDIDATES

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 teacher candidate receives about students in her/his class or school is to be kept confidential. (See the following section for more details.)
- The teacher candidate 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 teacher candidate should maintain the dignity necessary to gain the students' respect.
- The teacher candidate should show enthusiasm concerning pupils' learning experiences.
- The teacher candidate should be sympathetic and courteous toward all students.
- The teacher candidate should consider her/himself a member of the community in which s/he is teaching and act accordingly.
- Disciplinary measures used by the teacher candidate should conform to the disciplinary regulations of the school.
- The teacher candidate must be an example to her/his students in every way—physically, mentally, and ethically.
- The teacher candidate 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 teacher candidate must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.
- The teacher candidate must be completely impartial in dealing with students and must constantly strive to be fair while judging students' actions.
- The teacher candidate 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 teacher candidate 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 teacher candidate 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.]

Consequences for Unprofessional and/or Unethical Behavior

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

Absence

- *Illness or Emergency:* 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. Teacher candidates are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel, including the responsible instructors,

concerned administrative personnel, or individuals responsible for student personnel or health services. The use of confidential information concerning students for discussion in university classes whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

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

While teacher candidates may be permitted access to certain student records under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. As a teacher candidate 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 teacher candidates to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

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

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, 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 teacher candidate 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 teacher candidate or the mentor teacher notifies the university supervisor as soon as a concern arises.
2. The university supervisor holds a two-way or three-way conference with the teacher candidate and/or mentor teacher to discuss concerns and find solutions.
3. The university supervisor notifies the Program Advisor of the problem.
4. If problems continue, the university supervisor schedules a formal three-way conference with the teacher candidate and mentor teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution (e.g. a contract).
5. The university supervisor notifies in writing the teacher candidate, 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, or removal from the program) and next steps for this case.

Extension of Field Placement Assignment

In circumstances where the teacher candidate is unable to complete the field assignment successfully as outlined in the 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	
<i>Required</i>	<i>Optional as Appropriate</i>
Student	Dean, School of Education
Site Personnel (e.g., mentor teacher, principal, etc.)	Disability Services for Students
University Supervisor	
Program Advisor	
Credentials Analyst	
Department Chair	

Immediate Termination of Field Placement

When performance does not meet minimum standards after every effort has been made to resolve identified problems, when the presence of the teacher candidate is detrimental to the classroom, the teacher candidate'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 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 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 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, teacher candidates must be aware of the following information. Our University supervisors are contractually obligated to supervise teacher candidates 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 teacher candidate, and the mentor teacher at the school site will negotiate when the teacher candidate 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 teacher candidates volunteer to stay at the school site until the end of the school site's academic semester/year. This allows teacher candidates to experience a school semester/year come to a close. If any problems arise with the teacher candidate, 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. These opportunities include being rejected from the school site based on an initial screening by a school administrator or by in-service teachers who have been identified as potential mentor teachers.

Student Teaching (EDSS 458)

A candidate is allowed two opportunities to successfully complete student teaching. If, for whatever reason (e.g., failing edTPA, failing student teaching by judgment of mentor teachers and a university supervisor, receiving an incomplete in EDSS 458, and/or exhibiting unprofessional and/or unethical behavior), 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.

Single Subjects Credential Program Forms

The following School of Education and Single Subjects Credential Program forms can be accessed on the School of Education's Forms website:

<http://web.sonoma.edu/education/forms/index.html>. 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.

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

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

Department/School Forms

- Request for Substitution of School of Education Course Requirements
- Request for Extended Program
- Request for Leave of Absence
- Student Teaching Visitation Report

Single Subjects Credential Program Evaluation Forms

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