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INTRODUCTION

Dear Mentor Teacher:

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

This Mentor Teacher Handbook is designed to help you:

- understand the requirements for our credential program
- understand the role of the university supervisor, mentor teacher and student teacher.
- learn the minimum requirements for the student teaching experience

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 department chair. Please contact the Department Chair or faculty or staff should you have any questions or concerns.

Sincerely,

Jessica Parker, PhD
Jessica.parker@sonoma.edu
707-664-3176
Associate Professor
Department of Curriculum Studies and Secondary Education
Sonoma State University School of Education
Conceptual Framework

Vision Statements

Research

Grads are knowledgeable and thoughtful advocates of content and pedagogy in the lives of others.
Grads are agents of rational growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.
Grads continuously inquire, observe, analyze, and reflect to improve as educators.
Grads take the contributions of families and communities in the education of children and youth.

Theory

Grads promote social, emotional, and moral growth and learning in the classroom, school, and community.
Grads design and engage in inclusive educational practices that respect human differences.

Practice

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

Performance Expectations
Grads of the School of Education

A. Demonstrate depth and breadth of content and pedagogical knowledge
B. Are knowledgeable about and able to design, implement, and evaluate instructional practices and educational interventions that are responsive to the full range of individuals - their social, cultural, linguistic, and ethnic diversity, and/or physical and learning disabilities
C. Practice their pedagogy in ways that are informed by developmental and learning theory, curricular and pedagogical theory and research, professional standards, and reflection
D. Continuously employ their knowledge of research, formative and summative assessment, and qualitative/quantitative methods to assess and improve student learning and their own teaching effectiveness
E. Use technology to enhance teaching and support active, authentic learning
F. Create and work in collaborative and inclusive communities, and,
G. Demonstrate commitment to global, multicultural perspectives

Disposition
Our Grads are professional educators who
A. Believe all students can be successful in school and that learning is a lifelong endeavor
B. Value social and emotional preparation not as an end in itself, but as fundamental to learning in their classrooms, schools, and communities
C. Value culturally responsive practices and are knowledgeable and appreciative of the diversity among learners
D. Believe that knowledge and learning are based on critical thinking, inquiry, and creativity and that these qualities are essential components of authentic learning
E. Believe that social justice, fairness, equity of opportunity, and civic engagement are vital components of a democratic, free public school education
F. Value and demonstrate professional and ethical standards
CONCEPTUAL FRAMEWORK

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

School of Education Vision
Our shared vision of School of Education graduates is inextricably linked to our mission, the mission of the University, and our commitment to diversity. The School of Education is committed to preparing educators who:
- Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society;
- Are knowledgeable and thoughtful about the content and methodology in their fields of emphasis;
- Promote social, emotional, and moral growth and learning in their classrooms, schools, and communities, and respect and encourage the contributions of families and caregivers in the education of children and youth;
- Design and carry out inclusive educational practice that respects human differences and aims to educate all learners;
- Continually use inquiry, observation, study, and reflection to improve their practice as educators.

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

The Single Subject Credential Program is fully accredited by the California Commission on Teacher Credentialing, and the National Council for Accreditation of Teacher Education (NCATE).
FACULTY AND STAFF

Listed below is the full-time single subject faculty. Faculty members are readily accessible by both telephone and e-mail.

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

DEPARTMENT OF CURRICULUM STUDIES AND SECONDARY EDUCATION
Jessica Parker, Chair; Stevenson 1078; 664-3176
Kathryn Teixeira, Administrative Coordinator 664-3238

SCHOOL OF EDUCATION
Carlos Ayala, Dean; Stevenson 1078; 664-2132

CREDENTIALS OFFICE
Maricela Ibarra, Student Services Professional; Stevenson 1078; 664-2593
Jenny Reeder, Senior Credentials Analyst; Stevenson 1078; 664-3141
KEY ASPECTS OF MENTORING PROGRAM

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

1. We want to recruit and support Mentor Teachers who...
   • Are skilled teachers and active learners, including but not limited to:
     o Asks probing or clarifying questions that encourage candidates to deepen their analysis and reflection on the artifacts and their lesson outcomes
     o Explains the design of appropriate curriculum material, instructional and assessment strategies, but let candidates also develop their own lessons with guidance
     o Meets weekly to co-plan the curriculum and allow the candidate to take “ownership” of lesson planning
     o Has empathy for a beginning teacher and his/her needs and challenges
     o Are good listeners/counselors/communicators who understand the dynamics of effective guidance and advice-giving
     o Are effective with a variety of skill levels and personalities
   • Are inspirational and enthusiastic and can capitalize on opportunities to affirm the potential of their candidates
   • Can develop trust with the teacher candidate

2. We believe in a balanced approach of coursework and student teaching
   • Phase I (Fall): Observation/Participation
     o Co-plan and co-teach with mentor teacher (MT) cohort across multiple classes at one site. This includes, but is not limited to, observing MT and departmental colleagues, co-planning and debriefing of teaching, and interacting with students as deemed appropriate, such as assisting, work with individuals or small groups, and co-teaching.
       ▪ Minimum of 60 hours at site
       ▪ At least 4-6 hours a week; most candidates double this
       ▪ Weekly debriefs of observations and co-teaching of MTs (1-2 per week)
   • Phase II (Spring): Student Teaching
     o Daily co-teaching with primary mentor teacher in three classes, in the form of co-planning, co-teaching, solo observed teaching (TC teaches; MT observes), observation (MT teaches; TC observes), debriefs of teaching, assessment & grading, and other consistent interactions with students.
       ▪ At least 2-4 weeks of scheduled, full-time teaching
       ▪ Minimum of three teaching periods daily
       ▪ Two periods in candidate’s subject area; third class in supplemental authorization
       ▪ Weekly debriefs with TC related to co-teaching (1-2 hours)
       ▪ Weekly observations of TC (1-2 per week)
Teacher candidate must pass PACT (Performance Assessment for California Teachers); PACT website (www.pacttpa.org)

3. We believe co-planning and co-teaching benefit both the mentor teacher and the teacher candidate (TC).

- Co-teaching is defined as two teachers (mentor teacher and teacher candidate) working together as a team in sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.
- Benefits of co-teaching:
  - Increased student learning because:
    - Students behave better
    - Fewer class disruptions (for passing out papers, having projects checked, other housekeeping tasks)
    - Reduced student/teacher ratio
    - Better able to differentiate instruction
    - Enhanced classroom management
  - Why Co-teaching is good for schools:
    - Fewer parent concerns
    - Students do not have to adjust to a “new” teacher
    - Contributes to creating a culture of collaboration at a site
    - The potential of renewal for experienced teachers
    - Recently credentialed candidates are better prepared to be first year teachers

4. We want to support professional learning communities by...

- Working directly with specific departments and placing 2-4 student teachers in these departments
- Providing training and ongoing professional support for mentors (3-4 hrs./mo.)
  - Semester stipend of $150; $300 for the year
  - Opportunities to engage in grant-funded projects and SSU events
- Supporting partner schools with meeting their needs:
  - Educational technology
  - EL and literacy instruction
  - Maker Education
  - Common Core and Next Gen standards
PROGRAM STANDARDS AND PURPOSES

TEACHER PERFORMANCE EXPECTATIONS (TPE)

The Single Subject Credential Program is designed to meet and exceed the standards for quality and effectiveness for professional teacher preparation programs. These standards are incorporated as Teacher Performance Expectations (TPE) The TPE criteria are the following:

• **Specific Skills for Subject Matter Instruction** (e.g. teaching English, Social Studies, Mathematics, Science, World Languages, Physical Education, Art, Music)

• **Monitoring Student Learning During Instruction** (e.g. determining progress toward learning, pacing of instruction, using questioning strategies and examining student work)

• **Interpretation and Use of Assessments** (e.g. using formal and informal assessments, developing multiple assessment measures, using standardized tests, providing feedback on student learning)

• **Making Content Accessible** (e.g., incorporating specific strategies that motivate students to learn, meeting student academic learning needs in a variety of ways)

• **Student Engagement** (e.g., ensuring participation of all students, examining multiple points of view, encouraging student cooperation and sharing, using student experience to make instruction relevant)

• **Developmentally Appropriate Teaching Practices** (e.g., explaining and using practices that are of greatest importance and effectiveness in teaching adolescents such as problem solving, concrete reasoning and abstract thinking, connecting the curriculum to life beyond the classroom)

• **Teaching English Learners** (e.g., applying instructional theories, principles and practices for instruction of English language learners)

• **Learning About Students** (e.g., understanding patterns of adolescent development, encouraging parents to be involved in student learning, understanding how gender and health can influence student learning)

• **Instructional Planning** (e.g., establishing short and long term learning goals, planning and sequencing daily instruction, accommodating student needs through a wide variety of instructional strategies)

• **Instructional Time** (e.g., establishing procedure for routine instructional tasks, and managing transitions to maximize instructional time)
• **Social Environment** (e.g., promoting a positive, safe learning environment, writing a student discipline plan)

• **Professional, Legal and Ethical Obligations** (e.g., teaching tolerance, promoting democratic principles, resisting racism and sexual harassment)

• **Professional Growth** (e.g., evaluating and improving teaching practices, using reflection and feedback to improve teaching, increasing subject matter knowledge)

**PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)**

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

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

**PHILOSOPHY AND GOALS**

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

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

- Learning and teacher education are constructive processes best fostered when learners have many opportunities for interaction and knowledge exchange, encouragement to articulate their own learning, and time for new knowledge to deepen and extend.
Learning and teacher education are collaborative processes that require numerous short- and long-term partnerships, consortia, and group efforts to build upon and extend individual strengths.

Learning and teacher education involve equal parts of theory, reflection, and practice to create critically thoughtful learners and teachers.

Learning and teacher education are heightened and enriched by the multiple perspectives represented by ethnic, cultural, gender, and linguistic diversity.

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

PROGRAM CONTENT

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

Pre-requisites

Prior to beginning program coursework students must have completed two prerequisite courses. These courses establish a foundation on which subsequent coursework will build. These two courses focus on schooling in general, exploring its role in the context of the larger society, and on students, examining how they develop during adolescence and how they learn. These courses are offered at Sonoma State during the fall, spring, or summer semesters. We have had to cancel summer sessions courses due to the budget crisis, but look forward to restoring the option for summer classes in the future.

The Credential Program

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

Phase I contains academic coursework together with 60 hours of fieldwork in local schools. Students learn principles and techniques for planning, instruction, evaluation, and classroom management, with particular reference to teaching in their own subject area. They also learn how to guide and develop students' reading, writing, and language abilities in their subject area, and to adapt instruction appropriately for bilingual/bicultural and other diverse learners. At the same time students use these ideas and methods in their university class, they will also have a chance to observe, analyze, and try some of them out in a secondary classroom. The emphasis on multiculturalism and student diversity in this phase highlights the changing nature of California schools and the importance of the role as a teacher in a pluralistic society. In
the Phase 1 fieldwork, student will be expected to teach a minimum of THREE consecutive lessons.

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

**IMPORTANT:** Sometime during the last half of the student teaching experience student teachers are required to take over the equivalent of the full time teaching schedule and responsibilities of the classroom mentor teacher(s). This full time takeover must last TWO WEEKS and may be completed in conjunction with the classroom mentor teacher(s) as a team teaching situation. Student teachers must also complete the PACT Teaching Event. This intensive student teaching experience culminates the formal teacher education and prepares student teachers to enter directly into a full-time teaching position.

**Subject Area Preparation**

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

- **The Subject Matter Preparation Program** option consists of an academic major designed specifically for single subject teachers and approved by the California Commission for Teacher Credentialing. Sonoma State offers approved Subject Matter Preparation Programs in Art, English, Mathematics, Music, Physical Education, and Social Studies.

- **The Examination option consists of passing the California Subject Examination for Teachers (CSET) in the chosen subject area.** This typically consists of two or three separate multiple-choice and constructed-response tests. Details vary by subject area; contact the Credentials Office, Stevenson 1078, or the CSET website (http://www.cset.nesinc.com/) for further information.

**IMPORTANT!!!** Students may continue working toward their subject area preparation during Phase 1 of the Single Subject Program. Students must complete either 100% of the Subject Matter Preparation Program or pass the Examination option in their primary area before they begin Phase 2 of the program.
STANDARD PROGRAM

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

Prerequisites
EDUC 417  School and Society  3 units
EDSS 418  Development in Adolescence and Emerging Adulthood  3 units

Prerequisites total:  6 units

Phase 1
EDSS 442  Middle/Secondary Teaching in Multicultural Settings  4 units
EDSS 443A  Observation/Participation in Multicultural Settings  2 units
EDSS 443B  Seminar: Classroom Management  3 units
EDSS 444  Teaching in the Content Areas  4 units
EDSS 446  Language and Literacy Across the Curriculum: Middle and Secondary Schools  4 units

Phase 1 total:  17 units

Requirements for Advancement to Phase 2 (Student Teaching):
• G.P.A. = 3.0 in coursework
• Recommendation of mentor teacher(s) supervising field experience

Phase 2
EDSP 433  Teaching Adolescents with Special Needs  3 units
EDSS 458  Student Teaching in Multicultural Settings  12 units
EDSS 459  Seminar: Student Teaching in Multicultural Settings  4 units

Phase 2 total:  19 units

Program total (including prerequisites):  42 units
COURSE DESCRIPTIONS

PREREQUISITES

EDSS 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.

EDSS 418: Development in Adolescence and Emerging Adulthood  (3 units)
(Fall/Spring/Summer)
(or approved alternative coursework)
Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity.

PROGRAM COURSES

EDSS 442: Middle/Secondary Teaching in Multicultural Settings  (4 units)  (Fall)
Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situations applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning and teaming, and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners.

EDSS 443A: Observation/Participation in Multicultural Settings  (2 units)  (Fall)
Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Must be taken concurrently with EDUC 443B.
EDSS 443B: Seminar: Classroom Management (3 units) (Fall)
Issues related to teaching in secondary school. Seminar focuses on aspects of
classrooms observed in EDSS 443A, including competencies, classroom management,
lesson and unit design. Students prepare for the PACT Teaching Event by developing a
detailed classroom management plan, creating lessons that they teach in their EDSS
443A classrooms, and engaging in systematic reflection on the lessons’ effectiveness.
Grade only. Prerequisites: EDUC 417 and EDUC 418. Must be taken concurrently
with EDSS 443A.

EDSS 444: Teaching in the Content Areas (4 units) (Fall)
Principles, methods and materials for teaching particular academic content in middle,
junior high, and senior high schools. Emphasis is on applications of constructivist theory
to teaching and learning and on organization and representation of content in forms
accessible to learners. Students prepare for and process their concurrent field
experience in secondary classrooms. In addition, as part of the preparation for PACT:
Performance Assessments of California Teachers, students learn to evaluate and critique
the content and structure of lesson plans, instructional materials, and assessments of
student performance tasks.

EDSS 446: Language and Literacy Across the Curriculum: Middle and Secondary Schools
(4 units) (Fall/Spring)
Principles, methods and materials for guiding students’ literacy development in subject
areas at the secondary level. Includes literacy and language theory and current issues in
reading/language pedagogy for first and second language learners. Emphasis is on the
interrelationships between language systems and constructivist literacy theory and the
cognitive, affective, and social aspects of literacy development in subject areas. Issues of
cultural and language diversity related to, bilingualism, classroom management, lesson
and unit design using and dialect variation are integral to the course.

EDSP 433: Teaching Adolescents with Special Education Needs (3 units) (Spring)
Preparation for teaching to special populations of secondary students. Content includes
knowledge and skills in assessing the learning and language abilities of special populations
for the purpose of referral to special education and gifted and talented programs,
relevant federal and state laws pertaining to the education of exceptional populations.
Explores the secondary teacher’s role and responsibility in the Individual Education
Program process and issues pertaining to the social integration for students with special
needs who are included in the general education classroom
EDSS 458: Student Teaching in Multicultural Settings (12 units) (Spring)
A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a mentor teacher and a university supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team-teach in some or all of the classes. Complete all requirements for PACT Teaching Event. Cr/NC only. Must be taken concurrently with EDSS 459.

EDSS 459: Seminar: Student Teaching in Multicultural Settings (4 units) (Spring)
This seminar supports student credential candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. The weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject. Must be taken concurrently with EDSS 458.
FIELD EXPERIENCES AND STUDENT TEACHING

OVERVIEW

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

DESCRIPTION OF FIELD EXPERIENCES

| PHASE I |
|---|---|
| COURSE DESCRIPTION |
| EDSS 443A: Observation/Participation in Multicultural Settings (2 units) |
| A minimum of 60 hours of observation and limited participation in a diverse middle school, junior high, or high school classroom. Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Must be taken concurrently with EDSS 443B. |
| GOALS |
| ✓ Become familiar with issues of race, ethnicity, gender, disability, socio-economic status, and language diversity in schools and classrooms. |
| ✓ Observe classroom teaching, learning, and management analytically and critically. |
| ✓ Begin to develop basic instructional skills in your content area, such as setting goals, planning and presenting lessons, using questions effectively, and designing assessment strategies. |

| EDSS 443B: Seminar: Classroom Management (3 units) |
| Issues related to teaching in secondary school. Seminar focuses on aspects of classrooms observed in EDSS 443A, including classroom management, lesson and unit design, and effective communication strategies. Students prepare for the PACT Teaching Event by developing a detailed classroom management plan, creating lessons that they teach in their EDSS 443A classrooms, and engaging in systematic reflection on the lessons' effectiveness. Must be taken concurrently with EDSS 443A. |
| GOALS |
| ✓ Share and analyze experiences from classroom observation and participation. |
| ✓ Begin to develop a philosophy and strategies for classroom management. |
| ✓ Develop strategies for planning, instruction, and assessment appropriate for all students. |
| ✓ Create a professional vision for yourself, your classroom, and your students. |

| PHASE II |
|---|---|
| EDSS 458: Student Teaching in Multicultural Settings (12 units) |
A minimum of three teaching periods daily for the full public school semester in a diverse middle school, junior high, or high school. Two periods entail full responsibility for teaching a class in the candidate’s subject area. The third period consists of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team-teach in some of the classes. Two weeks of full-time teaching is required sometime during the semester. Students complete the PACT Teaching Event. Placement is provided by the university. Supervised by the mentor teacher and a university supervisor.

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

**EDSS 459: Seminar: Student Teaching in Multicultural Settings** (4 units)
This seminar supports student credential 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, teaching diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio.

In addition, the weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. This type of assessment is mandated by Senate Bill 2042. Successful completion of the Teaching Event is required to earn a California Preliminary Single Subject Credential.

**GOALS**
- Share experiences and solve problems arising in student teaching
- Refine classroom management skills
- Develop more in-depth understanding of the professional and legal responsibilities of classroom teachers
- Explore career development options
- Refine job acquisition skills
- Complete Teaching Event
- Prepare for the first year of teaching
FIELD PLACEMENTS

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

**In Phase 1 (Observation and Participation)**, students spend at least 60 hours in the classroom, observing, assisting the mentor teacher, working with students individually and in small groups, and eventually teaching single lessons. This field placement will be supervised only by the mentor teacher.

**In Phase 2 (Student Teaching)**, credential candidates move into full teaching responsibilities, beginning on a part-time basis. This allows them to develop and practice their skills, with time for planning and reflection, before they take on full-time responsibilities. **Students will be assigned to three classes for the full school semester. Two of the classes will be in the primary subject area, and candidates actually plan and teach these classes for the semester. During the last 2-4 weeks of the experience students will be expected to take over the full time teaching responsibilities of the classroom mentor teacher. The third class may be any of the following options:**

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

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

RECOMMENDED TIMELINES FOR FIELDWORK PARTICIPATION

**PHASE 1 — Observation/Participation**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>Observation, tutoring, other limited participation</td>
</tr>
<tr>
<td>7 – 18</td>
<td>Continue above, plus teaching some individual lessons</td>
</tr>
</tbody>
</table>

**PHASE 2 — Student Teaching** (Two primary classes)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>Optional lead-in period (become familiar with school, curriculum, teacher, class, if needed)</td>
</tr>
<tr>
<td>4 – 18</td>
<td>Full responsibility for planning and teaching in two classes</td>
</tr>
</tbody>
</table>
**PHASE 2 — Student Teaching** (Third class)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>Periodic observation</td>
</tr>
<tr>
<td>7 – 9</td>
<td>Daily observation and limited participation</td>
</tr>
<tr>
<td>10 – 18</td>
<td>Daily participation and limited teaching</td>
</tr>
</tbody>
</table>

**PHASE 2 — Student Teacher Fourth and Fifth Classes** (MINIMUM 2 WEEKS)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 12</td>
<td>Periodic observation</td>
</tr>
<tr>
<td>13 – 14</td>
<td>Daily observation/limited participation</td>
</tr>
<tr>
<td>15 – 16</td>
<td>Full responsibility for planning and teaching</td>
</tr>
<tr>
<td>17 – 18</td>
<td>Daily observation or full responsibility for planning and teaching</td>
</tr>
</tbody>
</table>
ROLES AND RESPONSIBILITIES

Student Teacher
During Student Teaching the student teacher is expected to:

• Accept student teaching responsibilities for the entire school semester.
• 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 a written overview and detailed lesson plans for the first week of instruction in each student teaching assignment before assuming full teaching responsibility in that assignment.
• Submit written unit and 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.
• 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 current address and telephone number with the school secretary.
• Follow established school procedures in reporting illness and providing lesson plans for replacement. Leaves other than illness or emergency must be approved in advance by the mentor teacher, school administration, and university supervisor.
• Be professional in appearance and manner. Although there may be no explicit dress code for teachers, there are usually unwritten codes of acceptable dress in each school.
• Complete an Evaluation of Mentor Teacher and an Evaluation of University Supervisor form at the end of the semester and submit them to the department chair.
• 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.
• Not enroll in any university courses other than EDUC 458 and EDUC 459.

Mentor Teachers
The responsibilities of the mentor teacher are:

• Familiarize the student teacher with classroom, school, and district policies and procedures pertaining to being a teacher in this school.
• Establish and communicate their expectations in that assignment.
• Share course outlines, classroom materials, and other resources to help plan and teach in the assignment.
• Require that the student submit a written unit plan when appropriate and detailed
lesson plans for the first week of instruction before assuming full teaching
responsibility in that assignment.
• Assist student teacher in writing, implementing, and modifying unit and lesson plans,
and collect written plans from student teacher according to a mutually agreeable
schedule
• Monitor student teacher’s teaching with respect to classroom control in the early
weeks, and help develop effective classroom management skills
• Visit classroom at least every two weeks to observe an entire lesson, and give
student teacher written feedback
• Conferring with student teacher at least weekly to review instructional plans and to
discuss issues and problems that arise in teaching.
• Conferring regularly with the university supervisor
• Participate in three-way conferences with student teacher and the university
supervisor at the beginning, middle, and end of the student teaching semester
• Arrange for student teacher to attend at least one department meeting each
semester, and encourage the student teacher to participate in other appropriate
school and faculty activities
• Submit to the university supervisor a minimum of five formal observation reports,
spaced roughly every three weeks during the school semester. Mentor teachers can
use the standard observation form supplied by the university supervisor; a copy is
provided in the Appendix.
• Complete the School of Education’s Evaluation of Student Teaching form near the
end of the school semester and return it to the University. This evaluation form is
for departmental records only.
• Consider writing a letter of recommendation
• 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 mentor teachers and university supervisors in carrying out their respective
responsibilities.
• Help orient student teacher to the school, and communicate school and district
policies and expectations pertinent to the student teaching assignment.
• Arrange for student teacher to receive a faculty handbook, curriculum guide, and/or
any other important documents related to the student teaching assignment.
• Invite student teacher to attend faculty and department meetings, in-service
sessions, and other appropriate gatherings.
• Provide appropriate extra-curricular supervision experiences for student teacher, as
long as these do not conflict with university responsibilities, including the student
teaching seminar.
• Observe student teacher’s classroom teaching when requested and provide
feedback.
**University Supervisors**

University supervisors will help relate the student teaching experience to the university preparation, assist students with planning, observe teaching, and provide feedback to help the student to develop as a teacher. Specifically, during Student Teaching each university supervisor is expected to:

- Familiarize student teacher and mentor teacher with university policies and procedures pertaining to the student teaching assignment.
- Acquaint mentor teachers and administrators with the Single Subject Program, and clarify the roles and responsibilities of the various people involved in the student teaching experience.
- Establish and communicate their expectations in the student teaching assignment.
- Assist in planning for instruction, implementing instructional strategies and techniques, and managing classrooms and students.
- Visits classroom on a regular basis, observe a lesson during each visit, and give student teacher and mentor teacher a written report, using the form provided by the university. The university supervisor will submit copies of these reports to the Single Subject Program chair.
- Confer with student teacher and mentor regularly to discuss issues and problems that arise in the teaching.
- Read mentor teacher's observation reports, and consult with the mentor teacher regarding candidate's progress.
- Hold three-way conferences with student teacher and the mentor teacher at the beginning, middle, and end of the student teaching semester.
- Provide direction for the resolution of problems which may arise during student teaching. Document in writing any major problems or anomalies, and forward copies to student and to the Single Subject Program chair.
- Evaluate student teacher'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.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

**Professional Behavior During Student Teaching**

The Single Subject Program believes that student teachers are guests in the mentor teacher’s classroom and in the school where they are student teaching. We expect sensitivity, good communication skills, and graciousness from credential candidates as well as neat, clean, and appropriate appearance and professional behavior.
Absences
Credential candidates have been informed of the following procedures regarding any absence from your classroom during their student teaching semester:

• Illness or Emergency: Schools have standard procedures for dealing with teachers’ unexpected absence due to illness or emergency. Student teachers must become familiar with these procedures and adhere to them. **Any absence due to illness or emergency must be reported to the mentor teacher and university supervisor.**

• Leaves: **Any planned absence from student teaching duties must be approved in advance by the mentor teacher, school site administrator, and university supervisor.** Such leaves are rare but may be approved for attendance at education conferences, in-service workshops, or other professional development activities.

• Work actions: If the school is involved in a strike or other work action, student teachers are not obliged to enter the school grounds or to perform their assigned duties. They should immediately contact the Single Subject Coordinator for instructions. The student teaching assignment at that school is considered suspended for the duration of the work action, and the period of the work action will be disregarded in the evaluation and grading by university faculty. If it appears that the work action will be prolonged, credential candidates may be placed in another school to continue their student teaching.

Code of Ethics
• All information which the student teacher receives about students in her/his class or school is to be kept confidential.

• The student teacher should be more concerned with what is being achieved with the students than with the impressions being made on the mentor teacher or university supervisor.

• The student teacher should maintain the dignity necessary to gain the students’ respect.

• The student teacher should show enthusiasm concerning pupils’ learning experiences.

• The student teacher should be sympathetic and courteous toward all students.

• The student teacher should consider her/himself a member of the community in which s/he is teaching and act accordingly.

• Disciplinary measures used by the student teacher should conform to the disciplinary regulations of the school.

• The student teacher must be an example to her/his students in every way—physically, mentally, ethically.

• The student teacher should be just as interested in and as ready to assist with the improvement of a class as if it were her/his own.

• The student teacher must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.

• The student teacher must be completely impartial in dealing with students and must constantly strive to be fair while judging students’ actions.
• The student teacher should refrain from imposing her/his religious or political views upon students and should exhibit a broadminded, tolerant attitude toward other groups and individuals.

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

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

PROCEDURES FOR HANDLING PROBLEMS

1. The student teacher or the mentor teacher notifies the university supervisor as soon as a concern arises.

2. The university supervisor holds a two-way or three-way conference with the student teacher and/or mentor teacher to discuss concerns and find solutions.

3. The university supervisor notifies the department chair/department chair of the problem.

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

5. The university supervisor notifies in writing the student teacher, the mentor teacher, the site principal, and the department chair of the problems and the plans for resolution.

6. If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor consults the department chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

EXTENSION OF FIELD PLACEMENT ASSIGNMENT

In circumstances where the student teacher is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the mentor teacher, and the department chair. In cases where disagreement exists, the department chair will make the final decision.
REMOVAL OF A STUDENT FROM A FIELD PLACEMENT

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

1. The student may be placed immediately in another field placement with specified stipulations and requirements.

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

If the first or second option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the student’s continuation in the program. The coordinator 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 coordinator maintains all records supporting the decision by the faculty to remove the student from the field placement.

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

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

If the third option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to counsel him/her out of the program. After a successful meeting with the student, the coordinator 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 coordinator maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

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

If the fourth option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The
coordinator must notify the department chair in writing the causes for student termination from the program. The department chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and terminated from the program. The coordinator maintains all records supporting the decision by the faculty to remove the student from the field experience and the program.

Notification List - Required
Student
Site Personnel, e.g., mentor teacher, principal
University Supervisor
Credentials Analyst
Department Chair

Notification List – Optional as Appropriate
Dean, School of Education
Disability Resources Center

**Immediate Termination of Field Placement**

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

**STUDENT DISABILITY**

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

We welcome teachers who have experience in mentoring teacher candidates, in team leadership, in collaborative professional development, and who have continued their education and have earned advanced degrees and/or National Board Certification. We are looking to partner with teachers who have specific expertise and experiences:

- Credentialed in the subject area being taught
- Taught a minimum of three years, including one year at the school site
- Demonstrates mastery of pedagogical and subject matter skills and standards and competency with English Language Development
- One or more indicators of exemplary teaching and/or professional development including but not limited to: advanced degrees and/or certification (e.g., National Board Certification), participation in teacher induction (e.g., BTSA or similar projects), outstanding teaching awards, commendable teaching evaluations by administrators and/or peers, mentor teacher status, training in clinical supervision, attendance at professional meetings, and/or publication
- Recommendation by the principal
- Recommendation by the Single Subject Program Faculty

We are looking to partner with teachers who have specific attitudes and dispositions towards Teacher Preparation:

- Believes learning is social and interactive
- Believes in using varied and frequent formative assessments
- Believes all students need quality reading and writing instruction in all subjects
- Believes teacher candidates can bring exciting new or different ideas and practices to the classroom and supports candidate selection and implementation of learning strategies
- Believes that a partnership with SSU Credentialing Program would advance teacher candidate preparation
- Supports a co-planning and co-assessing model
SONOMA STATE UNIVERSITY SINGLE SUBJECT CREDENTIAL PROGRAM

Evaluation of Observation/Participation Field Experience

Candidate: __________________________________________
Mentor Teacher: _____________________________________
School: _____________________________________________
Semester and Date: ________________________________

This evaluation provides the candidate and the Single Subject Credential Program with feedback prior to student teaching. Please complete and return this form to the student's EDSS 443B instructor before the end of the semester. Please rate the candidate using the following scale:
1= limited time to observe    2= needs improvement    3= satisfactory    4= above average    5=outstanding

_____ Candidate demonstrated reliability, punctuality, and consistency.
_____ Candidate maintained a consistent observation/participation schedule throughout the semester.
_____ Candidate appeared passionate about and committed to teaching.
_____ Candidate was approachable and responsive to all students in your class.
_____ Candidate took initiative to be actively involved in your class and school.
_____ Candidate demonstrated professional and ethical behavior in all interactions with students and staff.
_____ Candidate demonstrated knowledge of subject and of Content Standards.
_____ Candidate readily accepted advice and guidance from mentor teachers.

Recommendation to advance to Student Teaching: Please check one and comment below or on a separate sheet.

_____ I would recommend this student advance to student teaching.
_____ I would have some reservations recommending this student.
_____ I would not recommend this student advance to student teaching at this time.

Mentor Teacher Signature: __________________________________________

Telephone and Email: ________________________________________________

Comments:

EdSS 443B Instructor Comments/Follow-up _______
STUDENT TEACHING VISITATION REPORT

Subject__________________________________

Student Teacher__________________________ School__________________________ or Grade________

Mentor Teacher___________________________ Date________ Supervisor_______________________

Visit No.  1       2       3       4       5       6       7       8       9       10       11       12
          13      14      15      16

Semester Fall_______ Spring_______

Observation Report Comments and Suggestions
DEVELOPING A LEARNING SEGMENT

This learning segment template represents components of successful planning for instruction. Add and revise to best align with content areas and particular topics.

I. NAME OF THE BIGGER UNIT OR TOPIC OF STUDY IN WHICH THE LEARNING SEGMENT OCCURS: 2 weeks to a semester

<table>
<thead>
<tr>
<th>A. Desired Results for the Unit or Topic of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals (What Will Students Know, Understand, and be Able to Do at the end of the 2 week unit or semester?):</td>
</tr>
</tbody>
</table>

| Essential Questions/Central Focus for the Unit: |

<table>
<thead>
<tr>
<th>B. Assessment Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Assessments</td>
</tr>
</tbody>
</table>

| C. Literacy Goals |

| D. Analysis of Student Challenges (Consider student academic, social, and language development, assumed skills, and background knowledge) |
II. DAILY LESSON PLANS
Note: Copy and paste template below as needed, depending on # of days in your learning segment.

DAY ___

Day __: Agenda

<table>
<thead>
<tr>
<th>Learning Activities and Corresponding Activity Structures:</th>
<th>Opportunities for Assessment, Formative and Summative:</th>
<th>Scaffolds, Literacy, and ELD Strategies:</th>
</tr>
</thead>
</table>

Day __: Into

Day __: Through
What will you do? What will students do?
How will students demonstrate learning? How will you know what students know?

Day __: Beyond
How will you wrap up the lesson?
How will you ready students for homework or segue to the next lesson?

Note: Attach relevant documents, such as worksheets, assessments, rubrics, scoring guides, etc.
### III. LEARNING SEGMENT OVERVIEW

(3-5 hours for Math, English, Science, SS/History, PE, WL, and Music. Art needs a longer period of time.)

<table>
<thead>
<tr>
<th>A. General Topic:</th>
<th>Grade(s):</th>
<th># Days/Periods (≈3-5 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Central Focus: (Reference PACT Handbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Learning Goals &amp; Outcomes: “Students will…”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Content Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

California and/or National Content Standards:

<table>
<thead>
<tr>
<th>F. Common Core Literacy Standards: Speaking, Listening, Reading, Writing, and Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Texts (texts may be other than print, like music, art, video…)</td>
</tr>
<tr>
<td>Supplemental Support: Preparatory Analysis of Text (PAT) worksheet for planning reading tasks and strategies.</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. California ELD Standards for Learning Segment and Performance Levels (reading, writing, speaking, listening, performing). Align with Common Core Content Standards.</th>
</tr>
</thead>
</table>
Reference CA ELD Standards. Select only those that apply to the Learning Segment.

<table>
<thead>
<tr>
<th>Part 1: Interacting in Meaning Ways</th>
<th>CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>-</td>
</tr>
<tr>
<td>Emerging-</td>
<td></td>
</tr>
<tr>
<td>Expanding-</td>
<td></td>
</tr>
<tr>
<td>Bridging</td>
<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td>-</td>
</tr>
<tr>
<td>Emerging-</td>
<td></td>
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<tr>
<td>Expanding-</td>
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<tr>
<td>Bridging</td>
<td></td>
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<tr>
<td>Productive</td>
<td>-</td>
</tr>
<tr>
<td>Emerging-</td>
<td></td>
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<tr>
<td>Expanding-</td>
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<tr>
<td>Bridging</td>
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</table>

<table>
<thead>
<tr>
<th>Part 2: Learning about How English Works</th>
<th>CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring Cohesive Texts</td>
<td></td>
</tr>
<tr>
<td>Emerging-</td>
<td></td>
</tr>
</tbody>
</table>
**Expanding** -

**Bridging** -

<table>
<thead>
<tr>
<th>Expanding and Enriching Ideas</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging-</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Bridging</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Connecting and Condensing Ideas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging-</td>
<td></td>
</tr>
<tr>
<td>Expanding-</td>
<td></td>
</tr>
<tr>
<td>Bridging</td>
<td></td>
</tr>
</tbody>
</table>

**H. Types of Assessments:** How will you check for understanding?

<table>
<thead>
<tr>
<th>Summative:</th>
<th>Formative:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>E.g., any length, genre or type of writing, quiz, test, presentation, project, performance assessment, report</em></td>
<td><em>E.g., oral response, whole class cues, observation of pair work, observation of group work, records of work, worksheets, notes, annotations, drafts, organizers, outlines, journals, discussions</em></td>
</tr>
</tbody>
</table>
I. Progression of Learning Segment Tasks:

J. ELD Strategies to Support Student Learning

Scaffolds

*E.g.*, model, bridge, build schema, contextualize, access prior knowledge, make connections, link to prior learning, know students

Activity Structures

*E.g.*, direct instruction, lecture, note-taking, pairwork, small group work, individual practice, discussion, teacher conference, online/blended environments

Literacy Strategies

*E.g.*, Into/pre-reading: Quick write, anticipation guide

Through/during reading: jigsaw reading and discussion, annotating, double entry journals; Beyond/post-reading: mapping activities, vocabulary self-collection, visual representations

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K. Teaching Resources (Visuals, Materials, Handouts)
FINAL EVALUATION FORMS
1. Information

1.1 Candidate's Name:

1.2 Candidate is a/an
   □ Student Teacher   □ Intern

1.3 Candidate is a/an
   □ Man   □ Woman

1.4 Evaluator's Name:

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

1.6 School:

1.7 Grade level being taught during observation:
   □ 6th   □ 7th   □ 8th
   □ 9th   □ 10th   □ 11th
   □ 12th

1.8 Subject area being taught during observation:
   □ Art   □ English   □ Mathematics
   □ Modern Languages   □ Music   □ Physical Education
   □ Science   □ Social Science   □ Other

2. Teaching Performance Expectations

Making Subject Matter Comprehensible to Students:

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

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

Assessing Student Learning

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

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

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

Engaging and Supporting Students in Learning

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

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

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

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

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

Planning Instruction and Designing Learning Experiences for Students

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

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

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

Creating and Maintaining Effective Environments for Student Learning

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

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

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

Developing as a Professional Educator

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

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

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

3. Evaluators Final Recommendation

3.1 Final Recommendation

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

3.2 Final Comments regarding candidate's performance

If you would like a copy of this survey, please print before submitting. Thank you.
### 1 Evaluation

Please evaluate your experience in the Single Subject Program in each of the categories listed below. In addition to checking the appropriate rating, please add your explanatory comments in the space below each category.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The communication between me and the university supervisor was:</td>
<td></td>
<td></td>
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<tr>
<td>1.2</td>
<td>Comments: (maximum 450 characters)</td>
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<td>1.3</td>
<td>The usefulness of the Mentor Teacher Handbook was:</td>
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<tr>
<td>1.4</td>
<td>Comments: (maximum 450 characters)</td>
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<tr>
<td>1.5</td>
<td>The university supervisor's observations and mentoring of the student teacher were:</td>
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<tr>
<td>1.6</td>
<td>Comments: (maximum 450 characters)</td>
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<tr>
<td>1.7</td>
<td>The degree to which my student teacher was passionate about being an educator was:</td>
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<tr>
<td>1.8</td>
<td>Comments: (maximum 450 characters)</td>
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<tr>
<td>1.9</td>
<td>The degree to which my student teacher was adequately prepared by the Single Subject Teacher Credential Program to be a successful first year teacher was:</td>
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<tr>
<td>1.10</td>
<td>Comments: (maximum 450 characters)</td>
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<td></td>
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<tr>
<td>1.11</td>
<td>Compared with other single subject teacher education programs, I rate Sonoma State's Program as:</td>
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<td></td>
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<tr>
<td>1.12</td>
<td>Comments: (maximum 450 characters)</td>
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</table>
2 Final Evaluation

2.1 I would work with the Single Subject Teacher Credential Program at Sonoma State University as a mentor teacher in the future:

- Yes
- No

If you would like a copy of this survey please print before you click the submit button.

Thank you