



**CSULB, COLLEGE OF EDUCATION,  
DEPARTMENT OF TEACHER EDUCATION  
Fall 2021**

EDEL 482B Student Teaching in Bilingual Classrooms

**Vision:**

Equity & Excellence in Education

**Mission:**

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**Instructor Contact Information**

**Office Hours: TBD dependent upon  
Individual students' needs. 24/7  
Contact with Field Experience  
Supervisor via phone, email and  
Text messaging.**

**Prerequisites:  
Admission to 2042 Multiple Subject  
Credential Student Teaching  
Successful completion of TPA Tasks  
1 and 2**

**Course: EDEL 482 Student Teaching  
In Diverse Classrooms (8 units)      Term: Fall, 2021**

**Class Days/Times: M-F at school site**

**Course Description**

Prerequisites: Admission to Multiple Subject Credential Student Teaching.

Student teaching for an 8-week assignment in a bilingual classroom in public schools; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Students must complete two sections of EDEL 482, concurrently or consecutively, to meet student teaching requirements. Fees applicable.

## 2. Student Learning Outcomes

The following Student Learning Outcomes (SLOs) are based on the California *Teaching Performance Expectations* (TPEs, revised and adopted June, 2016). At the completion of this course, students will be able to demonstrate the following:

### SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1) in target language
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

### SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Students are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

### **SLO 3-Classroom Management and Environment**

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

### **SLO 4-Professionalism**

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

## **5. Outline of Subject Matter**

Upon successful completion of the course, students will be able to:

### **A. SLO 1-Lesson Design and Assessment (CSTP 3, 4, and 5; TPEs 1, 3, 4, and 5). Students will be able to develop lesson plans that . . .**

1. demonstrate comprehensive understanding of target language and grade level subject matter, content and skills and utilizes appropriate subject specific instructional strategies. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4)
2. are clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts). (TPE 1.4, 1.7, 3.1, 4.8)
3. include an appropriate three-part objective (content, level of cognition, proving behavior) that is appropriately aligned to grade level standards and level of cognition matches the rigor of the proving behavior. (TPE 3.3, 4.1, 5.8)
4. include one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways. (TPE 3.4, 5.1)
5. include a detailed, step by step approach to the instructional sequence aligned with the lesson objective and appropriate task analysis that acknowledges a pre-

assessed connection to and respect for students' prior knowledge, background and experiences. (TPE 3.1, 3.2, 3.3, 4.4)

6. include various plans for engaging students and checking for understanding through the use of active participation and includes in-depth teacher and student modeling of content/ behavior. (TPE 1.4, 1.8, 3.3, 4.7)
7. include differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup appropriate to the individual student's needs. (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
8. explicitly include multiple opportunities for students to think critically and offers variations on how students may express their thoughts. (TPE 1.5, 4.6, 4.7)
9. include opportunities for students to work collaboratively and appropriate time is allocated for student collaboration to meet the desired expectation. (TPE 1.5, 4.7)
10. include lesson objectives and instructional strategies that are based on specific student learning needs determined by content standards, data analysis, and district-identified practices. (TPE 1.1, 3.2, 4.2, 4.4)
11. incorporate multiple aspects of appropriate and available technology (includes assistive technology). (TPE 3.7, 3.8, 4.4, 4.7, 4.8)

**A. SLO 2-Lesson Implementation and Assessment (CSTP 1 and 5; TPEs 1, 3, 4, 5, 6). Students will be able to deliver instruction that . . .**

1. include the effective use of materials (including various student resources) and provides options for student action and expression. (TPE 3.2, 4.3, 4.4, 4.8)
2. clearly communicates the Objective/Learning Target to all students and students interact with the objective/learning target throughout the lesson. (TPE 3.1, 3.2, 4.4)
3. is taught in alignment with specified standards and teacher's understanding of content is accurate in all areas of lesson delivery. (TPE 3.1, 4.3)
4. remains aligned to the objective/learning target throughout the entire lesson and includes in-depth teacher and/or student modeling of content and/or behavior as appropriate to the lesson design structure. (TPE 4.4, 4.7)
5. utilizes appropriate to teach the lesson and monitor for student learning. (TPE 1.5, 4.3, 4.4, 4.7)
6. utilizes a variety of critical thinking questioning strategies and multiple, effective active participation (overt/covert and engagement/data-gathering) throughout the lesson. (TPE 4.3, 4.4, 4.7)
7. uses the results of formative assessment strategies immediately to effectively make adjustments to the instruction. Adjustments include graduated levels of support for practice and performance. (TPE 1.8, 4.4, 5.1, 5.2)
8. involves students in self-assessment and is evident by students showing clear procedures for monitoring success criteria toward the objective/learning target. (TPE 4.4, 4.5, 4.7 5.3)
9. always uses appropriate wait time during questioning. (TPE 1.5, 1.6)
10. effectively implements appropriate and available technology (including assistive technologies as appropriate) to enhance the learning experience. (TPE 3.7, 3.8, 4.4, 4.7, 4.8, 5.4)

11. effectively and consistently makes adjustments to the lesson content or pacing as needed to maximize student learning. Takes advantage of teachable moments to help students make personal connections to the content or across various subject areas. (TPE 1.1, 1.3, 1.8, , 4.3, 4.4)
12. consistently exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and excels in purposely provided experiences (i.e. differentiation, culturally relevant pedagogy) for an equitable learning environment in all areas including gender, race, culture, religion, and academic achievement (TPE 6.2)

**B. SLO 3-Classroom Management and Environment (CSTP 2; TPEs 2 and 6). Students will be able to implement and support an environment for learning that . . .**

1. teaches, reteaches, and reinforces rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced. (TPE 2.1, 2.2, 2.6)
2. always applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences). (TPE 2.3, 2.5)
3. consistently implements proactive and positive classroom management techniques that thoughtfully minimizes threats and distractions and facilitates coping skills and strategies. (TPE 2.1, 2.3, 2.5, 2.6)
4. implements multiple, appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest). (TPE 1.3, 2.3, 2.5, 2.6)
5. shows consistent and overt evidence of caring, support, acceptance, and fairness to all students. Biases towards students related to gender, race, culture, religion, and academic achievement are not a basis for discipline or praise. (TPE 6.2)

**C. SLO4--Professionalism (CSTP 6; TPEs 1, 2, 5, and 6). Students will demonstrate their understanding of educator professionalism by . . .**

1. consistently arriving on-time, prepared, and appropriately dressed. (TPE 6.5)
2. conducting regular reflection on performance that is evidence-based in collaboration with peers and mentors. (TPE 5.6, 6.1, 6.3)
3. meeting regularly with Master Teacher and University Supervisor to set goals. (TPE 6.3)
4. communicating and collaborating effectively with all stakeholders (other teachers, administrators, support staff, parents, and community members) and accesses resources for support. (TPE 2.4, 5.6, 6.4)
5. modeling ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media.
6. Seeking out multiple opportunities to engage with parents beyond typical site and classroom events (Back to School Night, parent conferences, Open House). (TPE 1.2, 2.6, 5.3, 5.5, 6.4)

## 6. Required and Recommended Texts

### Required

- Kronowitz, E.L. (2011). The teacher's guide to success. New York, NY: Pearson
- Jones, F. (2013). Tools for teaching. Santa Cruz, CA: Fredric H Jones & Associates, Inc.
- Student Teaching Handbook
- Instructional Planning and Classroom Management Handbook
- Student Teaching Bootcamp Materials
- English Language Arts/English Language Development Framework
- English Language Development (ELD) Standards
- All K-12 California Content Standards/Common Core Booklets (e.g., mathematics, reading/language arts, science, history/social science, visual and performing arts, health, physical education)
- International Society for Technology in Education (ISTE) Standards

## 7. Grading and Assessment System

Students are expected to meet all requirements of the university supervisor and day-to-day teaching responsibilities. Specifically, they should:

A. Prepare and implement an increasingly complex series of lesson plans that are geared for the target language and age group, that include learner objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other and which include clear alignment with state-approved academic content standards and which include examples of adaptations in curriculum for students who are English Language Learners, who have disabilities, and who are gifted.

B. Student teaching is graded on a credit/no credit basis with an equivalent grade of "A" or "B" required for credit.

C. Master all 4 Student Learning Outcomes, as documented by acceptable rankings on all four domains (see chart below).

- SLO 1: Lesson Design and Assessment
- SLO 2: Lesson Implementation and Assessment
- SLO 3: Classroom Management and Environment
- SLO 4: Professionalism

Note: Having been previously introduced (I) and practiced (P) in previous coursework, the following SLO's are assessed (A) in this course:

SLO	Types of Assessments	Suggested % of Course Grade
SLO 1-Lesson Design and Assessment (CSTP 3, 4, and 5; TPEs 1, 3, 4, and 5)	Written lesson plans (Assessed: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8)	25%
SLO 2-Lesson Implementation and Assessment	Weekly observations (Assessed: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8)	25%
SLO 3-Classroom Management and Environment	Weekly observations (Assessed: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)	25%
SLO 4-Professionalism	Post lesson conferences/Self-reflections  Attendance at seminars and professional development  (Assessed: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)	25%

8.Course Assignments

**Written** lesson plans. Student teachers are required to submit written lesson plans for every lesson, every day to the Cooperating Teacher. Lesson plans should be sent to the University Supervisor in advance of the formal lesson to be observed. Lesson plans should follow the lesson planning template that is located in the Instructional Planning Handbook. With prior permission, a different lesson planning template may be utilized. Lesson plans will be scored in accordance with the Student Teacher Observation and Evaluation document.

**Commented [LI1]:** Assessed: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

**Weekly** observations. Student teachers will teach an escalating number of lessons each week, in accordance with the Pacing Guide located in the Student Teaching

**Commented [LI2]:** Assessed: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, Assessed:

Handbook. Student teachers will receive documented feedback on one lesson per week from the University Supervisor and one lesson every other week from the Cooperating Teacher. Lessons will be scored in accordance with the Student Teacher Observation and Evaluation document.

**Post lesson conferences/Self-reflections.** Student teachers will participate in weekly post lesson conferences with their University Supervisor and daily post lesson conferences with their Cooperating Teacher. Student teachers are expected to complete self-reflections of their teaching practices and participate in goal setting for future teaching opportunities.

**Commented [L13]:** Assessed: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

**Seminars and Professional Development.** Student teachers will participate in regularly scheduled seminars with the University Supervisor, program sponsored bootcamps and workshops, and site-based professional development activities (staff meetings, grade level planning, school or district based workshops, etc.)

**Commented [L14]:** Assessed: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

## 9. Policies for Attendance, Withdrawal, Late Assignments, etc.

### A. Placement Requirements

- 1) Student teachers will be placed in school districts that have an established partnership with CSULB Teacher Preparation Programs
- 2) The selection of fieldwork sites is based on the effectiveness of observed teaching and learning, and at sites where the state-adopted academic core curriculum is effectively implemented
- 3) Student teachers are placed with master teachers whose instructional approaches and methods are consistent with a comprehensive, systematic program and who collaborates with the CSULB university supervisor and others in the program. Master teachers must be recommended by their school district and site administrator and must demonstrate the following:
  - knowledge of state-adopted content standards
  - effective in collaborating and communicating with other teachers
  - hold appropriate teaching credential(s)
  - effective in supervising credential candidates
  - knowledge of current educational theory and practice and the developmental stages of the learning-to-teach continuum
  - sponsor expectations for supervising teachers and the state-adopted academic content standards and frameworks
  - promote reflective practice
- 4) Each candidate observes and participates at two of the following grade spans: K-2, 3-5, 6-8

- a. All students must have one placement in a K-3 classroom where they can gain experience with beginning reading instruction
- b. Whenever possible, students will have one placement where 26% of the students or more are English Language Learners
- c. All students must have one placement where students have social/cultural backgrounds different from that of the candidate
- d. Whenever possible, students will have one placement in a hard-to-staff classroom and/or and under-performing school
- e. Whenever possible student teachers will be placed in schools where technology is being used to enhance learning.

## **B. Responsibilities of Student Teachers**

1. Student Teaching is the culminating practicum of field experiences, the capstone course of the MSCP, where MSCP candidates apply and integrate the pedagogy they have learned in their other coursework to actual classroom experience.

- a. The student teaching semester consists of one 12-unit assignment, five days per week, full-time, under the guidance of a Master Teacher and a University Supervisor, for a total of approximately 15 weeks.
- b. Students meet weekly or biweekly for a required seminar with the University Supervisor. Student teaching is graded Credit / No Credit.
- c. All Student Teaching assignments include the support of a University Supervisor who observes the student teacher implementing lessons and holds conferences with the Student Teacher and the Master Teacher on a regular basis.
- d. During the first week of student teaching, usually the week prior to the beginning of CSULB classes, students must attend Student Teaching Orientation. Candidates will receive a letter of acceptance into Student Teaching that includes Orientation dates and registration codes.
- e. Instruction comprised of a variety of formats (whole class, small group, and individual settings) must be across the full range of the curriculum including art, health, language arts, math, music, physical education, science, and social studies.
- f. General Timeline: Student teachers will start their student teaching assignments at the beginning of each semester. They must be in a classroom daily throughout the semester. School breaks are observed using the school district's calendar. Student teachers will not be approved to take time off for both CSULB's Spring

Break and the school district's Spring Break. Students who are student teaching on an Intern Credential and/or in a year-round school who are "off-track" during the student teaching semester are placed in an alternate grade-level assignment while they are "off-track."

- g. Student teacher assigned increasing responsibility for subject matter to be taught, groups to be taught, and/or times of the day
- h. Master teacher/university supervisor determine developmental readiness of candidate to be given instructional responsibility daily for whole class:
  - 1) Full responsibility for minimum of one full week during placement
  - 2) Full responsibility for minimum of two full weeks during second placement
- i. Student teachers are expected to conduct themselves within the norms of the profession and the standards of the school. This applies to standards for dress and relations with colleagues, students, and parents.
- j. Twenty hours of observation in an alternate grade level (at least 2 grade levels different from the primary student teaching assignment). For BILA students, the alternate grade level should also be English-only.

## 2. Attendance Requirements

- a. Attendance is required for all student teaching colloquia. Attendance is required for all seminar sessions during the semester (refer to current *CSULB Catalog of Undergraduate and Graduate Studies* for attendance requirements).
- b. Student teachers are expected to follow workplace rules established by the district and collective bargaining unit. Normally, teachers are required to be on campus at least 30 minutes before the school day begins. Students should notify their university supervisor, cooperating teacher and the appropriate front office person if they are going to be absent. They should leave detailed lesson plans for the length of their absence to assure smooth continuation of the instructional program. They should have contingency plans for a substitute teacher in the event of an unplanned absence. Student teachers should notify their university supervisor in the event of a prolonged absence. Students with excessive absences (exceeding 2 days during the semester)

may be required to complete additional days of student teaching beyond the semester or during a subsequent semester. The student teacher's time on campus will be negotiated by the cooperating teacher, university supervisor, and student.

### C. Guidelines for Withdrawing from Student Teaching

1. Student teachers can be withdrawn from student teaching at the initiation of the program or receive no credit, or reduced credit, for prolonged absence that affects performance. Student teachers can be withdrawn from student teaching at the initiation of the program for substandard performance. Students who are withdrawn by the program, or who receive no credit or partial credit for student teaching, may apply to re-enter student teaching. Their readiness for student teaching will be re-evaluated by the program. Student teachers may withdraw from student teaching for personal, medical, or other reasons. Students who withdraw may apply to re-enter student teaching. Their readiness to resume student teaching will be evaluated by the program.

2. Withdrawing from Student Teaching prior to the start of the student teaching semester:

Students withdrawing from Student Teaching prior to the start of the student teaching semester must fill out a *Withdrawal from Student Teaching* form, which is available from the Multiple Subject Credential Program in the Teacher Preparation Advising Center (TPAC) office (ED 1 – 67). Students who are withdrawing from all classes must also fill out an Educational Leave of Absence form which is available in the TPAC office, at Brotman Hall, and on the CSULB website. An intern may not withdraw from student teaching or apply for an educational leave of absence while employed at a school district as an intern. It is the student's responsibility to officially withdraw from classes with the University. This is a separate process and form, which is available in Enrollment Services.

Students may only withdraw from student teaching **one time**. If it is necessary to withdraw a second time then the student must go through the MSCP petition process to apply for a third time. Decisions to allow students to apply to student teach beyond the second time will be made on a case-by-case basis through the MSCP petition process.

3. Withdrawing from Student Teaching after the start of the student teaching semester due to illness, financial or personal reasons:

If withdrawing within the 1<sup>st</sup> 2 weeks of the semester, students must submit a *Withdrawal from Student Teaching* form and fill out an *Educational Leave of Absence* form. Both forms are available in the TPAC office. It is the student's responsibility to officially withdraw from classes with the University. This is a separate process and form, which is available in Enrollment Services. See the University's withdraw policy for more information.

Students withdrawing from student teaching after the start of the student teaching semester due to illness, financial or personal reasons may petition to re-enter student teaching in the future with the MSCP Coordinator's approval, **one time**. Students may be asked to demonstrate resolution of the situation so that it will not interfere with student teaching again. If it is necessary to withdraw a second time then the student must go through the MSCP petitioning process to reapply and decisions will be made on a case-by-case basis by the MSCP petition committee.

4. Withdrawing from Student Teaching after the start of the student teaching semester due to poor performance:

Students who withdraw from student teaching due to poor performance may petition to re-enter student teaching in the future with the approval of the MSCP Admissions and Standards Committee. Students will be required to meet with the MSCP Coordinator to discuss their action/remediation plan. Once the action/remediation plan is completed to the satisfaction of the MSCP Coordinator, the student may petition to re-enter student teaching through the Admissions and Standards petition process.

Students must submit a *Withdrawal from Student Teaching* form which is available in the TPAC office. It is the student's responsibility to officially withdraw from classes from the University. This is a separate process and the form is available at Enrollment Services. Students who fail to officially withdraw from EDEL 482 will receive a "NC" rather than "W" on their transcripts.

To reapply to student teach students must submit an application by November 1 for the Spring semester or by April 1 for Fall student teaching.

## 9. Special Needs Statement

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be

reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

### ***Student Affairs Services and Programs for Students***

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

### ***Student Affairs: Student Emergency Intervention and Wellness Program***

[http://web.csulb.edu/divisions/students/studentdean/emergency\\_grant/](http://web.csulb.edu/divisions/students/studentdean/emergency_grant/)

The CSULB Student Emergency Intervention and Wellness Program (part of the Basic Needs Program) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following:

Student Emergency Grant

The Meals Assistance Program (Feed a Need)

Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

## **10. Assistive Technology**

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

## **11. Selected Bibliography**

Boyd-Batstone, P. (2013). *Helping English language learners meet the Common Core: Assessment and Instructional Strategies, K-12*. New York, NY: Routledge.

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Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners, 2nd edition*. Association for Supervision & Curriculum Development.