CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

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.*

EDSS 472 A-C: Student Teaching
Fall 2021 Course Syllabus
Department of Education—Single Subject Credential Program

Course Information

University Mentor:	Email:
	Office:
Course: EDSS 472A-C: Student Teaching	**Term:** Fall 2021
Virtual Office Hours Days & Times: By appointment	Zoom Link to Access Pre and Post Debriefing Meetings:
Single Subject Credential Program (SSCP) Department Office Location: EED Building, Room 67	SSCP Director: Tim Keirn--Tim.keirn@csulb.edu Assistant Director: Jessica Olague--Jessica.olague@csulb.edu

Catalog Course Description
Student teaching in the candidate's subject for a minimum of five periods daily for the length of the placement school's semester (approximately 20 weeks). Teach three classes; two additional periods are for preparation, observation, and conferencing with the cooperating teacher and university mentor.

EDSS 472 A-C Student Learning Outcomes and Goals

Upon completion of student teaching, candidates will demonstrate proficiency in the Teaching Performance Expectations (TPEs) outlined by the California Commission on Teacher Credentialing. The TPEs noted below indicate if the element is *Introduced (I), Practiced (P), and/or Assessed (A)* as demonstrated via course syllabus, units of study, lesson plans, weekly reflection and feedback, formative classroom observations and debriefing, *Midterm Evaluation Tool and Action Plan*, and *Final Evaluation Tool and Induction Plan*, etc.

TPE 1: Engaging and Supporting All Students in Learning
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. [IPA]
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. [IPA]

3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. [PA]

4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (U D L) and Multi-Tiered System of Supports (M T S S) to support access to the curriculum for a wide range of learners within the general education classroom and environment. [IPA]

5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. [PA]

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (S D A I E), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. [PA]

7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. [PA]

8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. [PA]

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. [IPA]

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. [IPA]

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. [PA]

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. [IPA]

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. [PA]

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. [PA]

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. [PA]

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum. [PA]

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. [PA]

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. **[PA]**
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. **[PA]**
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. **[IPA]**
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security. **[PA]**
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. **[PA]**

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

1. Locate and apply information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. **[PA]**
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. **[PA]**
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. **[IPA]**
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: **[PA]**
    - appropriate use of instructional technology, including assistive technology;
    - applying principles of U D L and M T S S;
    - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    - appropriate modifications for students with disabilities in the general education classroom;
    - opportunities for students to support each other in learning; and
    - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., I E P, I S F P, I T P, and 504 plans.) **[PA]**
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. **[PA]**
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. **[PA]**
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to ns to engage students in learning, to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. **[IPA]**

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. [PA]
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. [PA]
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. [PA]
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. [IPA]
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. [IPA]
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. [IPA]
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. [PA]
8. Use assessment data, including information from students' I E P, I S F P, I T P, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. [PA]

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. [PA]
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. [PA]
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. [IPA]
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. [IPA]
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. [IPA]
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. [IPA]

In addition, student teachers will demonstrate the following:
- Developmentally appropriate practices in relation to subject-specific pedagogy [PA]
- English language development in relation to subject-specific pedagogy [PA]
- Subject-specific pedagogical skills for teaching English Language Arts in a single subject assignment [PA]

Students will also demonstrate the following subject specific pedagogies in English Language Arts:
- Beginning Single Subject English teachers will demonstrate the ability to teach state adopted academic content standards for students in English language arts and English language development. They will

- understand how to make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.
- understand how to plan and deliver instruction of increasingly complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.
- understand how to teach the skills for reading and comprehending complex literary and informational tests, interpreting meaning, analyzing the structures of texts, and evaluating perspectives.
- teach students how to produce argumentative, informative, and narrative texts; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences.
- select appropriate teaching strategies to develop students' literacy and language development.
- understand how to teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas.
- understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.
- model and assist students to integrate technology and media into language arts when conducting research, producing, and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines.

Mode of Delivery and Technical Requirements

Student teachers in Fall will be teaching onsite and in the modalities of their assigned placement. University mentors may observe the candidate's instruction in person, synchronously via zoom, or by a video tape of the entire lesson. University mentors must have the permission of the school, and follow all site COVID protocols, to observe in person.

Expectations for Student Teaching

Below is information you will find useful for your student teaching experience:

GETTING STARTED

➢ Complete the *Fall 2021 Student Teaching Information & Observation Schedule* requesting the following information:
- Assigned teaching schedule (classes, course title, observation period(s), room number(s)
- Cooperating teacher name and his/her schedule
- School's bell schedule by teaching periods, special schedule & check in procedures
- School's Curriculum Map you are expected to follow and course materials you will be expected to teach. If available, please email this to me as soon as possible. If not, let's connect to make sure you have a plan in place to create one before the semester begins.

OBSERVATION EXPECTATIONS & POST-OBSERVATION CONFERENCE

- During the course of your student teaching experience this semester, there will be a minimum of ten visits/observations. An overview of the Single Subject Credential Program's expectations is noted below.
  1. Student Teaching Orientation Meeting
     - Review Student Teaching Expectations and the Director's Orientation Video and PowerPoint
  2. Introduction Meeting (arranged by your University Mentor): Conference with you, the Cooperating Teacher(s), and your University Mentor to plan for your success and review the following from the CSULB SSCP Student Teacher Handbook:
     - Responsibilities of the Cooperating Teacher

- Responsibilities of the University Mentor
- Responsibilities of the Student Teacher
- Observation Feedback Form (s)
- *Midterm and Final Evaluation Instrument*
- *Midterm Action Plan* & *Final Evaluation Induction Plan*

3. 3-4 formal observations prior to the mid-term evaluation due by **November 15, 2021**
   - *Midterm Evaluation Review* and debriefing with you and your Cooperating Teacher
4. 3-4 formal observations and debriefing meetings prior to the final evaluation due by **January 10, 2022**
   - *Final Evaluation* and debriefing with you and your Cooperating Teacher

We will use CSULB's Clinical Supervision Cycle noted below for each classroom observation.

- Prior to a scheduled visit, we will hold a pre-observation conference to determine the focus areas for the observation. During the observation, I will take notes on the focus areas selected and other areas pertinent to it. I will collect data points for us to reflect on during our post-observation debriefing. In a post-observation conference, we will review the data, analyze it, and determine next steps for teaching and learning.
- Each formal observation will be scheduled well in advance with your input. Once we agree upon the dates selected, I will send a calendar invitation to confirm the date and time. It is not likely that these dates will be moved unless there is a compelling reason, so please manage your time accordingly. Modified schedules are permissible for observations.

LESSON PLANS, WEEKLY CALENDAR & REFLECTION

Reflecting on teaching practice--what worked or what did not is an attribute of good teaching. It is my expectation that you will send me a weekly overview of your instructional plan for each period that you teach. This will help me to support you with planning and delivering instruction, scaffolding to assessments, CCSS alignment, and incorporating strategies to support diverse learners, etc. It will also assist me in discussions with your cooperating teacher(s). Your weekly lesson plans include a section for reflection. Your reflections will help me know how things are going in my absence and can guide us in selecting focus areas to advance your growth and development efficiently. Please provide a thoughtful response to share your successes, challenges, insights and inquires. This enables me to support you throughout your student teaching experience with immediate and relevant feedback, suggestions, and resources.

- Use the **Week-at-a-Glance Lesson Plan & Reflection Template** or digital tool CommonCurriculum.com provided to create weekly outline of your instruction for each course. Email this template to me each week by 7:00 p.m. on Sunday night for the upcoming week. Let me know if your cooperating teacher requires a different timeline and/or format.
- Use the **ELA Formal Observation Lesson Plan Template** provided to submit a detailed lesson plan for each of the formal observations. Email your lesson plan to me by 7:00 p.m. the day before your scheduled visit.

Course Evaluation Components and Grading

You will be evaluated on a variety of measures. The goal of each assessment task is to support your professional growth throughout the semester. There is a mid-term evaluation and final evaluation for your student teaching experience. Please note that it is not unusual to receive one or more "developing beginning practice" marks, especially at the mid-term.

Midterm Evaluation and Action Plan

The Midterm Evaluation is a formative assessment to check in on current progress and set goals for

further development. The Midterm Action Plan will be generated by the University Mentor, in consultation with the Cooperating Teacher(s), to specify next steps needed to demonstrate improvement or continued growth by the end of the semester. The Midterm Evaluation will be completed during the 10th week of the placement school's semester or before November 15, 2021.

Final Evaluation and Induction Plan

The Final Evaluation is a summative assessment of the student teacher's progress. The University Mentor, in consultation with the cooperating teacher(s), will generate an Induction Plan that will provide recommendations for professional development and growth in your clear credential program. It will be completed before January 10, 2022.

Course Grading

You will earn a grade of credit (CR) or no credit (NC) for each of 472A, 472B, and 472C. These courses are taken sequentially, each comprising a third of the student teaching experience. Each is worth 5 units, and grades are assigned independently. For example, it is possible to earn CR in 472A, but NC in 472B & 472C.

In order to earn credit for each student teaching segment, the student teacher must:

- Meet the expectations for student teaching performance as outlined in the TPEs.
- Fulfill the requirements outlined in the *Student Teacher Handbook*.
- Submit all weekly calendars and lesson plans in time to receive feedback.
- Participate actively in each post-observation debriefing meetings.
- Show implementation of feedback and learning gleaned between observations.
- Show evidence of meeting the goals outlined on the midterm action plan.
- Comply with CSULB SSCP required attendance expectations

Improvement Contracts

Student teachers struggling at their placement site may be placed on a contract. This improvement contract will outline specific actions that must be completed by the student teacher within a given timeline. A student teacher who has been placed on a contract must meet the terms of the contract in order to earn credit for student teaching. In addition, a student teacher who receives a rating of "not consistent with standard expectations" in category 'G' on the final evaluation from the University Mentor will not be recommended for the credential. This will be reflected in grades for EDSS 472A, 472B, and/or 472C.

Attendance & Participation

100% attendance is expected during student teaching. The student teacher must notify the cooperating teacher and university mentor of any absence as soon as possible. Submit detailed plans to the cooperating teacher in the event of any absence.

- Completing the CALTPA during the EDSS 473 course and student teaching experience is also expected this semester. Manage your time well. Taking time off to complete the TPA is not a reason to be absent from your teaching assignment.

Withdrawal Policy

Withdrawal from EDSS 472A/B/C is more complicated than withdrawing from other classes. The withdrawal policies of both the university and the Single Subject Credential Program (SSCP) are listed below.

- SSCP EDSS 472A-C Withdrawal Policy

Special Needs Accommodations

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 may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
[This is an optional statement that was prepared created by the Not Alone@ The Beach team (http://www.cla.csulb.edu/natb/) and has been approved by the campus advocate and the Title IX Office.]
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an

online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

[This is an optional section of the syllabus, and the sample text below may be adapted as needed.]
The Division of Student Affairs curates a full list of student support services on the Programs and Services website. Students are encouraged to reach out for support or to get involved in student programming. Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Appendix

- Student Teacher's Week-at-a-Glance Lesson Plan & Reflection or CommonCurriclum.com (Alternative Digital Tool)
- Student Teacher's Lesson Plan for Formal Observations
- *Fall 2021 Student Teaching Observation Schedule Form*
- University Mentor ELA Classroom Observation
- ELA Midterm and Final Evaluation Instrument from S4
- Fall 2021 Midterm Action Plan
- Fall 2021 Final Evaluation Induction Plan