



**California State University, Long Beach
College of Education**

**UDCP Fieldwork Courses (Student Teaching)
UDCP 420/422/423
Fall 2020**

UDCP 420 – K- 8 Student Teaching, General Education: Semester-long student teaching experience in K-8 public school general education/inclusive classroom setting. Credit or no credit grading only.

UDCP 422-Student Teaching Special Education (Mild/Moderate)- Semester-long student teaching experience in public schools serving students with identified mild/moderate disabilities in a variety of inclusive and special education settings. Credit or no credit grading only.

UDCP 423- Student Teaching Special Education (Moderate/Severe)- Semester-long student teaching experience in public schools serving students with identified moderate/severe disabilities in a variety of inclusive and special education settings. Credit or no credit grading only.

Supervisor:

Stephanie Hunt, M.S. stephaniehunt27@gmail.com; Stephanie.Hunt@csulb.edu

In any communication between you and us, academic language is expected. We will try to respond to your emails within a period of 48 hours during weekdays.

Beachboard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the Beachboard link at the top of the page. Once logged in to Beachboard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Beachboard Support:

Email: helpdesk@csulb.edu, http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/

Phone: (562) 985-4959

Drop in: Academic Services Building, Room 120 (AS 120)

System check for Beachboard

https://bbcsulb.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6605

Check for Supported Browsers

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions.html

Beachboard Student Help Site

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center](http://csulb.libcal.com/hours.php#!m/255) - <http://csulb.libcal.com/hours.php#!m/255>, located in the Library and the [Horn Center](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/) - http://www.csulb.edu/divisions/aa/academic_technology/horn_center/, located in lower campus. Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities](http://www.csulb.edu/library/guide/computing.html) - <http://www.csulb.edu/library/guide/computing.html> website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

College of Education Vision and Mission Statement

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.

Professionalism

Commitment to the Student

1. The student teacher shall not discriminate against or show favoritism to students, based on their sex, race, cultural background, religion, family or sexual orientation. No student should be denied benefits or the right to participate in programs, or should have an advantage over other students, because of their race or background. The student teaching experience can force many student teachers, for the first time, to face their hidden prejudices and biases towards others of different races and backgrounds. Student teachers should pay extra attention to their unconscious and conscious tendencies to discriminate against or give privileges to any students based on their sex, race, socio-economic status, academic ability, cultural background, religion, family or sexual orientation. Every student teacher (just like all teachers) will have this tendency to discriminate or show favoritism to certain students; however it is student teacher's responsibility to proactively counter this tendency.

2. The student teacher shall not reveal information about students or their families during his/her student teaching experience, unless there is a compelling purpose or is required by law. It is inevitable that the student teacher will be told or will discover confidential information about his/her students. The student teacher might learn of confidential information from his/her mentor teacher or from another teacher, or a student might reveal his/her personal information to the student teacher. Regardless of the manner in which the student teacher discovers personal or confidential information, he/she must not reveal the information to others. When writing research reports or case projects, the student teacher may include information about his/her students as long as he/she does not reveal the actual names, and as long as those reviewing the research are unfamiliar with the students being discussed. Of course, each situation is different and proper judgment should be used.

*Exception: If the confidential information reveals that a student's health or safety is at risk, the student teacher must disclose the information to his/her clinical instructor or to another appropriate supervisor, in order to ensure the student receives proper care.

3. The student teacher shall not present false information or deliberately conceal credible information about a student's behavior or academic progress. For no reason should the student teacher falsify

information about his/her students in order to protect him/herself from the consequences of ineffective teaching or faulty decisions. For example, if a concept has been taught by the student teacher and afterwards, the students test poorly on that concept, the student teacher must not attempt to conceal the evidence of his/her ineffective teaching by raising his/her students' grades. Rather, the concept should be taught again. Likewise, if the student teacher responds unprofessionally or inappropriately to a student, which then causes a disruption in the classroom, the student teacher should not conceal his/her inappropriate response and place all blame on the student, despite the negative consequences that might result. The student teacher's responsibility to represent each student in fairness and truth must not depend on the student teacher's ability to succeed professionally.

Commitment to the Master Teacher

1. The student teacher shall follow the professional procedures and requirements set forth by his/her mentor teacher. The student teacher should respect his/her mentor teacher's role as supervisor and instructor and should respond to his/her authority accordingly. Just as a university student meets the requirements of his/her professor, so should the student teacher meet his/her mentor teacher's requirements. For example, if the mentor teacher requires the student teacher to arrive an hour before school starts, the student teacher should meet this requirement, even if he/she does not agree with this practice. This does not mean the student teacher should not express his/her preferences and opinions to his/her mentor teacher. This is advisable because it can create open communication between the student teacher and mentor teacher. However, when differences of opinion occur, the student teacher should follow the mentor teacher's preferences. It is important to note that if the mentor teacher requires the student teacher to perform unprofessionally or unethically, the student should decline to do so and should report the incident to a higher authority. If the student teacher feels uncertain or uncomfortable about their mentor teacher's requirements because of ethical or professional reasons, the student teacher should speak to his/her University Supervisor or to the University professor responsible for the student teacher experience.

2. The student teacher shall not consider the mentor teacher's classroom his/her own, but shall serve as a visiting teacher. As a long-term, visiting teacher in a classroom, the student teacher is excluded from certain rights and privileges, which full-term teachers have. Before making key decisions such as how to decorate and organize the classroom, how to arrange and assign seats, what units or texts to teach, or what major projects to assign, the student teacher should first consult his/her mentor teacher. Unless the mentor teacher explicitly gives the student teacher freedom to independently make these types of decisions, the student teacher should first receive the mentor teacher's feedback and consent before taking action. The student teacher cannot proceed as a full-time teacher would, making these decisions independent from a supervisor's approval.

Commitment to the Profession

1. The student teacher shall treat the student teaching experience as a full-time professional job and responsibility. Even though the student teaching experience is considered coursework at the university and provides beginning teachers the opportunity to practice and test teaching skills, the responsibilities that come with the student teaching experience should not be taken lightly. In college or university courses, a student can choose to "slide by" with passing grades and no one but that student will be affected by this decision. However, if the student teacher chooses to "slide by" with passing performances during his/her student teaching experience, the student teacher neglects the student's receiving his/her instruction and distresses the mentor teacher who is responsible for seeing that all – the student teacher and students – have a positive, beneficial learning experience.

2. The student teacher shall not disclose information about his/her master teacher or other teachers

unless it serves a compelling purpose or is required by law. It is possible that the student teacher will be told or will discover confidential information about his/her master teacher or other teachers during his/her student teaching experience. Whether the student teacher learns any confidential information from his/her mentor teacher or from another teacher, he/she must respect the individual's privacy and not reveal the information to others. If any information proves to be relevant for research reports or case projects based on the student teaching experience, the student teacher may include the information as long as he/she does not reveal the actual names and circumstances are described in general rather than specific terms. Of course, each situation is different and proper judgment should be used.

Professional Dress

The UDCP requires a specific standard professional dress during student teaching. In general, student teachers should have an appropriate, well-groomed appearance. Your appearance reflects professional commitment to teaching that is clearly communicated to the mentor teacher, classroom pupils, and other staff within the school. Please wear casual professional attire during student teaching. Casual professional means wearing nice, neat, clean clothing that is not ragged, wrinkled, ripped or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops). Within casual professional there is a range and student teachers should use their school site placement to gauge appropriate dress within this range.

Social Networking

- Post only what you want the world (including your mother, your mother-in-law, your students, your spouse, your kids, your MT or US, your next door neighbor, everyone) to see.
- Clean up your social media profiles. You will be on the job market in a year...employers will look at these sites.
- Set your privacy settings so that "only friends" can view your information. Other settings allow unknown individuals to view your information and may compromise the privacy of you and your family.
- Do not post things that may bring shame or embarrassment to you, the program or the college.
- Do not post videos or images of students on any social media site during your student teaching assignments. (This includes posting a video of you teaching on a "private" YouTube channel. Nothing is private.)
- Honor your school's policy. If your school does not allow employees to use Facebook, Twitter, Vine, etc, follow the policy—your job may depend on it. If your school does not allow the use of social networking sites, be extremely careful to keep your professional and personal interactions separate. Do not friend colleagues or interact with students via these sites.
- Use approved sites or sites provided by your school or school district for social networking when possible. These are great venues for educational and collaboration purposes.
- Do not post messages criticizing or airing your frustrations about your placement, MT, US, coworkers, students, administrators, faculty, staff, or even school policies.
- Post only those things you would be comfortable sharing in front of a classroom. Before you post it, imagine one of your students bringing it up in class. If that thought makes you uncomfortable, don't post it.
- If it can't be asked in an interview (religion, marital status, sexual orientation, etc...), don't post it on social networks.

*Adapted from:

◦<http://www.aateachers.org/index.php/blog/195-ten-tips-for-teachers-for-staying-smart-on-social-net-working-websites>

Student Learning Outcomes

*Please note that program SLO 7 is only applicable to students earning the Moderate/Severe credential and completing student teaching with students who have moderate/severe disabilities.

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

SLO 1—Demonstrate understanding of inclusive practices, family-school-community collaboration, and Multi-tiered Systems of Support to meet the needs of diverse learners

SLO 2—Demonstrate effective behavioral, emotional, and environmental supports for students in culturally diverse settings

SLO 3 -- Identify and respond to issues related to diversity in education, including culturally responsive instruction and access to the curriculum for all students

SLO 4 --Demonstrate and apply the knowledge and skills to teach academic content to students with various backgrounds and abilities, including English language learners and students with disabilities within a Multi-tiered System of Support framework (focus on Tier 1)

SLO 5-- Demonstrate and implement appropriate evidence-based interventions and develop IEPs for students with diverse learning needs within a Multi-tiered System of Support framework (focus on Tiers 2 & 3)

SLO 6 - Demonstrate and apply appropriate knowledge and skills for effective assessment to plan for instruction and to monitor student progress.

SLO 7 - Demonstrate and apply appropriate knowledge and skills for effective assessment, instruction, and accommodations for students with moderate severe disabilities.

SLO 8 – Demonstrate knowledge and skills to assess and plan for transition across the lifespan for individuals with disabilities.

SLO 9 – Demonstrate teaching effectiveness for all students as measured by student outcomes.

Teacher Performance Expectations

The Teaching Performance Expectations are used as a guide for supervision and support throughout the Advanced Field Studies experience. Candidates are instructed to enroll in the TPE of the Week (<http://www.caltpe.com>) where they will receive daily reminders via email on how to implement the TPEs in their student teaching experience.

Course Requirements

Field Visits by University Supervisor:

The University supervisor will observe the candidate in their field experience weekly during the semester. Observations with feedback and discussions will be conducted at mutually determined times. Candidates are expected to be prepared for the field visits and to inform the supervisor in advance if there is a reason to cancel a field visit. With assistance from the university supervisor, candidates will set goals for each field visit.

Student teachers will be assigned a Master Teacher with whom they will work for the semester and who will collaborate with the candidate and university supervisor to evaluate the candidate's performance. Candidates will assist in scheduling meetings for the university supervisor to meet with their master teacher/field supervisor, and others at their field site as needed, to demonstrate their student teaching competencies and meet related requirements. The master teacher, student teacher and supervisor will need to meet as a group at minimum for the midterm evaluation and for the final evaluation.

Reflections

Candidates will maintain a reflective journal of their teaching and professional experiences throughout the semester. There should be multiple journal entries reflecting their university supervisor's requirements. This journal will serve as a means for the candidate to evaluate and reflect upon his/her field experiences, and will allow the university supervisor to become familiar with and dialogue about these experiences. The journal is also a means by which to demonstrate competencies in certain areas. While candidates may select their own topics to write about in their journal, the University supervisor may request the candidate to address a particular competency, lesson or TPE(s). You and your university supervisor will determine how your journal will be submitted hard copy, beachboard, email, etc.

Portfolio and Field Experience Log

Students must continue to demonstrate breadth and depth of field experiences within their field log. They must also continue to add artifacts with accompanying reflective narratives to their program portfolio. Supervisors will set a goal with students to demonstrate satisfactory progress on their field logs and portfolios; university supervisors will determine when the portfolio and field log have met requirements and are complete.

Self-Evaluation and Goal Setting:

Candidates will evaluate their own performance on the student teaching competencies during the semester. They will identify and summarize their areas of strength and need, and develop goals for the semester that will assist them in meeting their student teaching competencies. Candidates are encouraged to set additional goals to facilitate their professional growth as well. Candidates will complete the attached Self-Evaluation and Goal Setting Summary sheet at the beginning of the semester, and submit it to their university supervisor.

Candidates will assume full responsibility for ensuring that their university supervisor has adequate opportunities to evaluate their student teaching competencies. In addition to direct observation of the

student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, the candidate's program portfolio that includes assignments completed in coursework, interviews with the candidate's field supervisor, administrator, peers, and students.

Candidates will receive regular feedback from their university supervisor about the progress they have made and areas in which they need to work. They will also receive a summative evaluation of their field competencies at the end of the supervised field experience.

Grading

"Credit" or "No Credit" grading only.

Policy for Withdrawal

Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

Statement Regarding Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

<http://www.csulb.edu/divisions/students/dss/>

Plagiarism & Cheating

The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and cheating.

Self-Evaluation and Goal Setting Summary Sheet

Your Name: _____

School: _____

Contact information: Work Telephone# _____

Home Telephone # _____ Email: _____

Name of Site-Based Supervisor: _____

Supervisor's contact number: _____

Review the Evaluation of Candidate form to answer the following questions:

What do you see as your areas of strength?

Which areas do you feel you have made improvements in during your teaching experiences?

Which areas do you feel you need to work on?

Your goals for this semester.