

**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.*

**EDEL 482A Student Teaching in Diverse/Bilingual Classrooms (8 & 8 units)**  
**Spring 2021**

## Course Information

<b>Instructor:</b> Dr. Ping Liu, Professor	<b>Email:</b> ping.liu@csulb.edu
<b>Virtual Office Hours Days/Times:</b> TBA	<b>Office Hours/Debriefing: Zoom</b> <b>Link:</b> <a href="https://csulb.zoom.us/j/95908858385">https://csulb.zoom.us/j/95908858385</a>
<b>Class Days/Times:</b> See Course Schedule	<b>Cohort Meeting: Zoom</b> <b>Link:</b> <a href="https://csulb.zoom.us/j/94603167302">https://csulb.zoom.us/j/94603167302</a>

## Course Description

Integrated student teaching assignment for one semester in a public school in grades Kindergarten – 8<sup>th</sup> Grade. Emphasis on teaching experiences in diverse, mainstreamed classrooms with English Learners, including students with disabilities and those identified as gifted. Seminar attendance is a program requirement. Credit/No Credit grading only, with an equivalent grade of “A” or “B” required for credit. Course is repeatable for a maximum of 16 units.

**Prerequisites:** Admission to 2042 Multiple Subject Credential Student Teaching

## Course Student Learning Outcomes and Goals

Upon successful completion of the Multiple Subject Credential Program (MSCP), candidates will be able to demonstrate overall effective teaching in a standards-based, technology-infused environment. Their best practice will be grounded in the thirteen SB2042 Teacher Performance Expectations (TPE) subsumed under six major California Standards for the Teaching Profession (CSTP) domains.

- A. We expect students to demonstrate their ability to *make subject matter comprehensible to students (TPE Domain A)*. Candidates will be able to:
- Teach state-adopted and academic content standards for students in Reading-Language Arts (K-8) and use appropriate instructional strategies (A1A);
  - Teach state-adopted academic content standards for students in Mathematics (K-8) and use appropriate instructional strategies (A1A);
  - Teach state-adopted academic content standards for students in Science (K-8) and use appropriate instructional strategies (A1A);

- Teach state-adopted academic content standards for students in History-Social Science (K-8) and use appropriate instructional strategies (A1A).
  - Use technology appropriately to support learning in each discipline (Standard 9).
- B. We expect students to demonstrate their ability to *access student learning (TPE Domain B)*. Candidates will be able to:
- Use a variety of formative and summative, formal and informal assessments to measure student learning (B2);
  - Use progress monitoring assessments to determine students' achievement of the K-8 academic content standards (B2);
  - Teach students how to assess their own learning (B2);
  - Analyze student work to assess what and how they are learning (B2);
  - Administer the state-adopted assessment program appropriately and use standardized test results to develop or modify instruction (B3);
  - Interpret assessment data to identify level of proficiency of English language learners in English and students' primary language (B3);
  - Communicate with students, families, and others about student learning (B3);
  - Use technology for information collection, analysis, and managements (Standard 9).
- C. We expect students to demonstrate the ability to *engage and support all students in learning (TPE Domain C)*. Student Teachers demonstrate their ability to:
- Model active listening in the classroom (C4);
  - Provide opportunities and adequate time for students to practice and apply what they have learned (C4);
  - Communicate instructional objectives to students (C5);
  - Facilitate students' active and equitable participation in learning activities (C5);
  - Use community resources, student experiences, and applied learning activities to make instruction relevant. (C5);
  - Teach students to respond to and frame meaningful questions (C5);
  - Use a variety of instructional strategies and resources appropriate to all students' developmental levels and academic learning needs including physical and grouping arrangements to support learners with disabilities and support for students identified as having behavior problems (C6);
  - Apply theories, principles, and instructional practices for English language development (C7);
  - Plan lessons for English language development based on the cognitive, pedagogical, and individual factors that affect student's language acquisition (C7);
  - Implement an instructional program that facilitates English language development (C7);
  - Differentiate instruction based on information about students' backgrounds, prior learning, and assessed levels of literacy in English and their first language (C7);
  - Provide access to the core curriculum for students with diverse abilities including those with disabilities and those identified as gifted (Standard 4).
- D. We expect students to demonstrate the ability to *plan instruction and design learning experiences for students (TPE Domain D)*. Student Teachers demonstrate this ability to:
- Apply their knowledge of child and adolescent development to understand their students (D8);
  - Interact with students in order to understand students' abilities, ideas, interests, and aspirations (D8);
  - Use observation, consultation, reflection and assessment data to identify students needing specialized instruction (including those with disabilities and those identified as gifted) (D8);
  - Use clear long-and short-term standards-based goals for student learning (D9);
  - Value and use students' backgrounds, interests, and developmental needs to plan instructional lessons (D9);
  - Establish and articulate appropriate learning objectives (D9);
  - Sequence instruction so the content to be taught connects to preceding and subsequent content (D9);
  - Plan lessons using appropriate instruction strategies, grouping strategies, and instructional material to meet students' needs and learning goals (D9);

- Use differentiated instruction to accommodate varied student needs (including those with disabilities and those identified as gifted) (D9);
  - Plan how to use appropriate support personnel when they are available to help students reach instructional goals (D9).
- E. We expect students to demonstrate the ability to *create and maintain effective environments (TPS Domain E)* for pre-K-8 students' learning. Candidates will be able to:
- Allocate and adjust instructional time to optimize the learning opportunities and outcomes for all students in relation to the academic content standards, instructional goals, and scheduled academic tasks (E10);
  - Use procedures for routine tasks and manage transitions to maximize instructional time (E10);
  - Adjust the use of instructional time to optimize the learning opportunities and outcomes for all students (E10);
  - Develop and maintain clear expectations for students' academic and social behavior (E11);
  - Design and implement a student discipline plan, including supporting students who are identified as having behavior problems, ADD, or ADHD (E11);
  - Establish a rapport with students and their families to support student academic and personal success (E11);
  - Respond appropriately to sensitive issues and classroom discussions (E11);
  - Help students learn to work independently and responsibly with others (E11).
- F. We expect students to demonstrate the *ability to develop as a professional educator (TPE Domain F)*. Student Teachers demonstrate their ability to:
- Be aware of their own values and biases and resist racism and intolerance (F12);
  - Understand and implement elements of California and federal laws and procedures related to the education of English learners, students with disabilities, and those identified as gifted (F12);
  - Identify suspected cases of child abuse, neglect, or sexual harassment and carry out related laws and district guidelines (F12);
    - Maintain a non-hostile classroom environment and implement appropriate laws and procedures when dealing with inappropriate or violent student behavior (F12);
    - Evaluate their own teaching practices and subject matter knowledge in reference to student learning and the state-adopted academic content standards (F13); and
    - Use the plan, teach, reflect, and apply cycle to prioritize goals for increasing their teaching effectiveness and subject matter knowledge (F13).

### **Definition of Satisfactory MSCP Program Completion Requirements for the Preliminary Credential**

Completion of the MSCP program is defined by each candidate's successful completion of all MSCP program requirements including:

1. Satisfactory completion of all MSCP course work
2. Satisfactory completion of student teaching fieldwork and seminars
3. Passage of all required measures of competence
  - CBEST
  - Subject matter competence (CSET)
  - RICA
  - U.S. Constitution requirements, and
  - Level 1 Technology
  - CalTPA 2.0

## **Outline of Subject Matter**

### **A. Expectations During Student Teaching**

1. Practice, reflect upon, and master the 13 TPEs (see Grading and Assessment) (Standards 6)

- Candidates have their performance formatively assessed according to TPEs by trained assessors of beginning teachers, with appropriate feedback
  - Student teachers collect information during student teaching to complete CalTPA 2.0.
2. Complete CalTPA 2.0 (Standard 6)
- CalTPA Instructional Cycle 1: Learning about Students and Planning Instruction
  - CalTPA Instructional Cycle 2: Assessment-Driven Instruction
3. Practice and refine expectations for professional teachers (Standard 15)
- Analyze, implement, and reflect on the relationships between theory and practice as related to teaching and learning (Standard 3)
  - Evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practice (Standard 4)
  - Experiment with alternative approaches and assess instructional practices related to:
    - State-adopted academic content standards and curriculum frameworks
    - Principles of human development and learning
    - Observed effects of different practices (Standard 4)
  - Work to ensure educational equity for all children (Standard 5)
  - Continue to identify, analyze, and minimize personal and institutional bias (Standard 5)
  - Effectively deliver a comprehensive program of instruction in reading, writing, and related language arts aligned with the state-adopted English Language Arts Academic Content Standards for Students and the Reading / Language Arts Framework (Standard 7)
  - Demonstrate ability to plan and implement instruction that fosters student achievement of state-adopted academic standards for students, using appropriate instructional strategies and materials (Standard 8)
  - Appropriately use computer-based technology to facilitate the teaching and learning process, including selecting and evaluating a wide array of technology for use in relation to the state-adopted academic curriculum (Standard 9)
  - Recognize effects of student health and safety on learning and apply legal responsibilities of teachers, intervening when necessary to access site-based support to meet the individual needs of each student (Standard 10)
  - Appropriately draw upon knowledge of child growth and development, human learning, and social, cultural, and historical foundations of education (Standard 11)
  - Develop a professional perspective including the ethical commitment to teach every student effectively and to develop as a professional educator (Standard 12)
  - Provide equitable access for all students to the core academic content, to promote academic progress equitably and conscientiously, and to foster the intellectual, social, and personal development of their students (Standard 12)
  - With guidance, to implement an instructional program that facilitates English language acquisition and development, diagnosing students' language abilities and providing access to the achievement of the state-adopted academic content standards (Standard 13)
  - Teaching special populations (students with disabilities, students on a behavior plan, and those identified as gifted) in the general education class (Standard 14)
  - Demonstrate different instructional strategies to attempt to ensure that all students have access to the core curriculum (Standard 14)
  - Demonstrate a positive, inclusive climate of instruction for all special populations in the general classroom (Standard 14)
4. Observe and teach in all curricular areas: reading, writing, and related language instruction in English; mathematics; science; history-social science; visual and performing arts; physical education; and health.

5. Candidates are assessed through the use of both formative and summative assessments embedded throughout the program and provided timely feedback (Standard 19)
  - Feedback is provided on progress toward TPEs in a variety of formal and informal ways, including Clinical supervision where students prepare a formal lesson plan, the lesson is observed by the University Supervisor / Master Teacher, and the student formally reflects on the lesson and ways to improve performance
  - A formal midterm evaluation is conducted where the student teacher is encouraged to self-assess performance and the master teacher and university supervisor provide feedback
  - A formal final evaluation form, the Summative Evaluation, which becomes part of the candidate's file in the Credential Center, is completed by the Master Teacher and the University Supervisor (Standard 19)

### **Additional Expectations**

1. Attend all Student Teaching colloquia, including Orientation workshops, Credential Center and Educational Career Services workshops, Professional Development Day, etc.
2. Maintain regular and consistent on-time attendance at the school site.
3. Participate in all seminar sessions / electronic discussions during the semester (see current CSULB Catalog of Undergraduate and Graduate Studies for attendance requirements).
4. Satisfactorily complete all seminar assignments as required by the course instructor/supervisor.
5. Be in an appropriate classroom for the entirety of the university semester.
6. Student teaching placements are made through the CSULB MSCP Student Teaching Office.

### **B. Placement Requirements**

1. In a district that recruits and hires beginning teachers and which has an established partnership with CSULB Teacher Preparation Programs (Standard 2); partners have frequent communication regarding required coursework and supervised fieldwork (Standard 18)
2. Fieldwork sites selected based on the effectiveness of observed teaching and learning, and at sites where the state-adopted academic core curriculum is effectively implemented (Standard 16)
3. With Master Teacher whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program and who collaborates with CSULB University Supervisor and others in program (Standard 7)
4. University Supervisor appraises the qualifications of the school-based supervisor and provides role-specific orientation for site personnel (Standard 16)
5. Selection criteria and procedures for supervising teachers include (Standard 16):
  - Knowledgeable of state-adopted content standards
  - Effective in collaborating and communicating with other teachers
  - Hold appropriate credentials
  - Effective in supervising credential candidates
  - Knowledgeable of current educational theory and practice and the developmental stages of learning-to-teach
  - Sponsor expectations for supervising teachers and the state-adopted academic content standards and frameworks
  - Promote reflective practice
6. Each candidate observes and participates in one of the following grade spans: K-2, 3-5, 6-9 (Standard 15)
  - For students interested in teaching CORE in middle school, the upper level placement will be in a middle school setting
  - All students must have one placement where 25% of the students or more are English Language Learners (Standard 16)
  - All students must have one placement where students have social/cultural backgrounds different from that of the candidate

- All students must have one placement in a hard-to-staff classroom and/or under-performing school (Standard 15)
- Whenever possible, Student Teachers will be placed in schools where technology is being used to enhance learning

### **C. Nature of Assignment (See Appendix A for Course Assignments)**

- Completely individualized situation, depending upon unique candidate and characteristics of placement
- Integral part of teacher preparation program, and the capstone experience, where candidates have opportunity to fully interrelate ideas and information within and across the major subject areas (Standard 8) and to integrate all previous coursework and apply it in this most complex and challenging aspect of their fieldwork (Standard 18) Supervised fieldwork, with the equivalent of 15 weeks of full-time student teaching (Standard 15)
- Practice, refine, and master TPEs previously introduced (Standards 1, 15, 18)
- Preparation to serve as competent beginning teacher in an induction program (Standard 15)
- Collegial planning to design and deliver effective, coordinated instruction for students (Standard 12)
- Student Teacher assigned increasing responsibility for subject matter to be taught, groups to be taught, and/or times of the day
- Master Teacher/University Supervisor determine developmental readiness of candidate to be given instructional responsibility daily for whole class (Standards 15, 17)

NOTE: The content of this course is related to all of the California Commission on Teacher Credentialing (CTC) *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*.

### **Required Texts**

- Student Teaching Handbook
- Classroom Management Handbook
- Instructional Planning Handbook
- *CalTPA 2.0*: <http://www.ctcpa.nesinc.com>

### **Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

## Course Communication

We will use **BeachBoard** to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard at least once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts at least once per week to receive important communications about the course from the instructor or other enrolled students.

**Tentative Course Schedule:** see Appendix B

## Grading and Assessment System

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

1. Master all 13 TPEs, as documented by acceptable rankings on all six domains of the CSTP
  - Domain A: Making Subject Matter Comprehensible to Students
  - Domain B: Assessing Student Learning
  - Domain C: Engaging and Supporting Students in Learning
  - Domain D: Planning Instruction and Designing Learning Experiences for Students
  - Domain E: Creating and Maintaining Effective Environments for Student Learning
  - Domain F: Developing as a Professional Educator
2. Complete one unit plan and lesson plans, geared for the target 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.
3. Maintain an electronic grade book to monitor student work
4. With assistance of Master Teacher, identify the personnel resources at their school site for initiating the pre-referral intervention process for students having academic and/or behavior problems in the classroom; conduct an assessment of a learner (preferably an English Language Learner) who would benefit from pre-referral interventions and implement a minimum of three interventions
5. Have available during student teaching their "Learning & Assessment Portfolio" documenting development throughout the program in the various TPEs, along with cross-referenced reflection and examples of best practice

### Grading Scale

Grade	Percentage
Credit	80-100%
No Credit	79% & below

**Evaluation Components and Weight**

<b>Evaluation Component</b>	<b>Weight</b>
Assignment 1: Lesson plans	45%
Assignment 2: Reflection journals	20%
Assignment 3: BB Discussions	15%
Assignment 4: Induction plan	5%
Assignment 5: Meeting deadlines, preparation for meetings, participation, & teamwork	15%
<b>Total</b>	<b>100%</b>

**Policies for Attendance, Withdrawal, Late Assignments, Etc.**

Attendance is required for all Student Teaching colloquia, including Orientation workshops, Credential Center and Educational Career Services workshops, and Student Teaching Professional Development Day. Attendance is required for all cohort seminar sessions/meetings during the semester (refer to current *CSULB Catalog of Undergraduate and Graduate Studies* for attendance requirements).

Student Teachers are expected to follow workplace rules established by the district and collective bargaining unit. Teachers are normally required to be on campus at least 30 minutes before the school day begins and remain at least 30 minutes after the school day. Student Teachers should notify their 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, or if they will be absent on the day of a scheduled site visit. The Cooperating Teacher, University Supervisor, and the Student Teacher will negotiate the expected time on campus.

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, must meet with the MSCP coordinator to determine the next steps. A petition to re-enter Student Teaching will be reviewed by the department Admission and Standards Committee. Readiness to resume Student Teaching will be determined by the Committee; the committee's decision is final. Student Teachers may withdraw from Student Teaching for personal, medical, or financial reasons. Students who withdraw may apply to re-enter Student Teaching.

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.

**Plagiarism/Academic Integrity Policy**

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

## **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

## **Special Needs Accommodations**

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

## **Additional Information**

### **Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

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](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

## Appendix A: Course Assignments

**Student teachers are required to meet deadlines for assignment submission.** All written assignments are to be word-processed (at least 12 font). Criteria or guidelines for assignments will be provided and discussed. Assignments are graded for content, clarity, and organization as well as grammar, spelling, punctuation, capitalization, and usage. Student teachers will complete each of the following assignments in addition to some assigned written work as preparation for any of the cohort meetings.

### A. Weekly Reflection Journals

Student teachers are required to write at least one journal per week to reflect on their student teaching experience. The content of the journal entries must be related to CSTPs, and the supervisor may assign some of the journal entry topics. Journal entries should be numbered and dated and ready for review at the scheduled classroom observations. Student teachers should also be prepared to share their experience or reflection in discussion. See **BeachBoard Dropbox** for due dates.

### B. Lesson Plan Packet for Each Observation by the Supervisor

The lesson plan packet for each observation includes:

- a. a lesson plan that is word-processed
- b. all other instructional materials that will be used in teaching the lesson
- c. *a video link for a lesson taught or chosen when applicable*

All key components of a lesson must be included. Any lesson plan should be part of a unit of study. The grade-level appropriate unit serves to enhance students' learning in English language and other subjects. A theme should be identified to integrate the teaching of different subjects in the unit. In designing and implementing the unit, you will gain experience in cross-curricular instruction. The strategies and methods selected for the unit should be used to help students develop reading, writing, oral language, vocabulary, and language structure through the instruction of content areas. Application of educational technology in designing and teaching the unit is essential.

Evaluation of teaching effectiveness is a key component in a lesson or unit. You may focus your analysis and discussion on the usefulness of your lesson plan(s), student involvement and participation, accomplishment of your objectives, "lessons" learned, and/or your mentor teacher's feedback if applicable. For unit guidelines, see BeachBoard.

### C. BeachBoard Discussions

Student teachers are required to complete and post responses to discussion prompts by the specified deadlines on Discussions of BB. Review of responses posted by peers would be a professional development opportunity to enrich student teaching experience, learn collaboratively, and collect information for CalTPA 2.0 and more. See **BeachBoard Discussions** for due dates.

### D. Professional Portfolio (*Recommended*)

This portfolio is a collection of teaching evidence. It is a way for student teachers to demonstrate the unique professional knowledge and effective strategies they have learned, i.e. their knowledge, skills and dispositions related to MSCP Student Learning Outcomes (SLO)/Teaching Performance Expectations (TPE) and the California Standards for the Teaching Profession (CSTP).

Utilizing a series of artifacts selected by the student teacher, the portfolio will show achievements, document the scope and quality of teaching experiences, highlight skills and abilities and include reflective statements on one's own practice. For detailed instructions, see BeachBoard.

## Appendix B: Tentative Course Schedule

Week	Topics, Readings and Assignments	Due Dates/Deadlines (See <b>BB DROPBOX</b> or <b>DISCUSSIONS</b> for submission folders/forums)
Bootcamp 1/13-15	<i>Student Teaching Boot Camp, 1/13-14</i> <i>Cohort meeting: 9:30 am-11:30 am, 1/15</i> course overview; get ready for student teaching; building teamwork; reflection <b>Assignments:</b> Launch student teaching & weekly reflection journal	
<b>1</b> 1/19-22	<i>CalTPA workshop: 5 pm -7 pm, 1/20</i> CalTPAs guide overview; video lesson discussion; 3-way meetings with master teachers <b>Assignments:</b> Schedule 3-way meeting times; lesson plan draft; weekly reflection journal	3-way meeting times due 1/21 Launch student teaching due 1/22
<b>2</b> 1/25-29	<i>Cohort meeting: 3:00-5:00 pm, 1/29</i> Video based lesson planning; Unit of study; CalTPA Cycle 1 <b>Assignments:</b> Weekly reflection journal; lesson plan draft	Weekly reflection journals #1 & 2 due 1/29; 3-way meetings: TBA
<b>3</b> 2/1-5	3-way meetings – continued; lesson planning <b>Assignments:</b> Weekly reflection journal; revised lesson plan	Video-based lesson plan due 2/2; 3-way meetings: TBA
<b>4</b> 2/9-12	<i>BB Discussion Topic 1: Differentiated instruction</i> Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or 24 hours (min.) prior to scheduled debriefing (SD); Topic 1 due 2/12
<b>5</b> 2/16-19	Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD
<b>6</b> 2/22-26	<i>BB Discussion Topic 2: Higher-order thinking</i> Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Topic 2 due 2/26
<b>7</b> 3/1-5	<i>CalTPA workshop: 5 pm -7 pm, 3/3</i> Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD
<b>8</b> 3/8-12	<i>Cohort meeting: 3:00-5:00 pm, 3/12</i> alignment between instruction and assessment; Individual Plan for Transition to Induction; CalTPA Cycle 2 Lesson planning/video recording & <i>rescheduled</i> one on one debriefing meeting only <b>Assignments:</b> Weekly reflection journal; <i>lesson plan/teaching</i>	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Weekly reflection journals # 3-7 due 3/12
<b>9</b> 3/15-19	Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD
<b>10</b> 3/22-26	<i>BB Discussion Topic 3: Assessment and instruction</i> Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching; Induction plan draft	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Topic 3 due 3/26

<b>11</b> 3/29-4/1	Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching; Induction plan draft	Video link/lesson plan due Tuesday or at least 24 hours prior to SD
	Spring Recess!	
<b>12</b> 4/12-16	Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching; Induction plan draft	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Induction plan draft <i>due 4/12-30</i>
<b>13</b> 4/19-23	Lesson planning/video recording; scheduled one on one debriefing meeting <i>BB Discussion Topic 4: Professional collaboration</i> <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Topic 4 due 4/23
<b>14</b> 4/26-30	Lesson planning/video recording; scheduled one on one debriefing meeting <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching	Video link/lesson plan due Tuesday or at least 24 hours prior to SD; Induction plan draft <i>due 4/12-30</i>
<b>15</b> 5/3-7	<i>Student teaching Professional Development Day: 9:00 am- 12 noon, 5/7 (No Student Teaching)</i> <i>Cohort meeting: 1:00-3:00 pm, 5/7</i> Lesson planning/video recording & <i>rescheduled</i> one on one debriefing meeting only Course evaluation and catch up <b>Assignments:</b> Weekly reflection journal; lesson plan/teaching; final Induction Plan	Video link/lesson plan due Tuesday or 24 hours prior to SD; <i>Weekly reflection journals # 8-15 due 5/7</i> ; Final Induction Plan due 5/10