EDEL 482D Section 2 Student Teaching in Diverse Classrooms (8 units)

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.

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Office Hours: by appointment	
Course: EDEL 482D	**Term**: Fall 2018
Class Days/Times: TBA	**Class Location**: TBA

Course Description

Prerequisites: Admission to 2042 Multiple Subject Credential Student Teaching.

ITEP/UTEACH student teaching for a semester assignment in diverse public schools; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Students must complete two semesters of EDEL 482 to meet student teaching requirements.

Required Texts/Readings

- 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

Course Goals/Student Learning Objectives
SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
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

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 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.

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

Student Learning Outcomes	Types of Assessments	% Grade
SLO 1-Lesson Design and Assessment (CSTP 3, 4, and 5; TPEs 1, 3, 4, and 5)	Written lesson plans	10%
SLO 2-Lesson Implementation and Assessment	Weekly observations	50%
SLO 3-Classroom Management and Environment	Weekly observations	10%
SLO 4-Professionalism	Post lesson conferences Self-reflections Attendance at seminars and professional development	30%

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

Course Policies and Requirements
 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 consists of one 6-unit assignment, four days part time and one full-time day per week (for a total of 5 days per week) under the guidance of a Master Teacher and a University Supervisor, for a total of approximately 16 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 first 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.

Communication Policy

You must communicate with your supervisor about absences, lateness, or change in schedules immediately. You can text to 702.374.3973 (cell) or email cathrine.maiorca@csulb.edu.

Attendance Policy

Students are expected to attend classes regularly. Please refer to and get familiar with the CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

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.

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their online form -

or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Guidelines for Withdrawing from Student Teaching

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 - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the the CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html to get familiar with the policy.

Student Teaching Specific guidelines:

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 1st 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 October 1 for the Spring semester or by March 1 for Summer/Fall student teaching.

Computer Access
Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) 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 website for an extensive list of all available software installed in both computer labs.

BeachBoard Access
To access this course on BeachBoard - 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/ 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/'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.

Inform me of Any Accommodations Needed

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 the CSULB Disabled Student Services, please see their website - http://www.csulb.edu/divisions/students/dss/ or contact them via email at dss@csulb.edu or by phone at (562) 985-4635. The policy of the CSU is to make its programs, services, and activities accessible to students, faculty, staff, and the general public who visit or attend a campus-sponsored event, with disabilities. To see the full policy, visit http://www.csulb.edu/divisions/students/ati/policies/index.htm.