



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 482 Student Teaching in Diverse Classrooms

Fall 2021

College of Education/Department of Teacher Education

Course Information

Instructor: <i>[Provide first and last name, with title if desired]</i>	Email: <i>[Provide CSULB email address]</i>
Office Hours Days/Times: <i>[Specify days/times for office hours]</i>	Office Hours Venue: <i>[Provide office location or Zoom or other link for office hours]</i>
Class Days/Times: <i>[Specify dates and times when class meets synchronously, if applicable; also specify whether synchronous sessions meet in person on campus or via Zoom, if applicable]</i>	Class Venue: <i>[Provide room number and/or Zoom or other link for in-person synchronous class sessions, if applicable]</i>

Catalog Course Description

Prerequisites: Admission to Multiple Subject Credential Student Teaching.

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

Course Student Learning Outcomes and Goals

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

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)

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

SLO 2-Lesson Implementation and Assessment

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

SLO 3-Classroom Management and Environment

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

SLO 4-Professionalism

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

5. Outline of Subject Matter

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

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

1. demonstrate comprehensive understanding of grade level subject matter, content and skills and utilizes appropriate subject specific instructional strategies. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4)
2. are clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts). (TPE 1.4, 1.7, 3.1, 4.8)
3. include an appropriate three-part objective (content, level of cognition, proving behavior) that is appropriately aligned to grade level standards and level of cognition matches the rigor of the proving behavior. (TPE 3.3, 4.1, 5.8)
4. include one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways. (TPE 3.4, 5.1)
5. include a detailed, step by step approach to the instructional sequence aligned with the lesson objective and appropriate task analysis that acknowledges a pre-assessed connection to and respect for students' prior knowledge, background and experiences. (TPE 3.1, 3.2, 3.3, 4.4)
6. include various plans for engaging students and checking for understanding through the use of active participation and includes in-depth teacher and student modeling of content/ behavior. (TPE 1.4, 1.8, 3.3, 4.7)
7. include differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup appropriate to the individual student's needs. (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
8. explicitly include multiple opportunities for students to think critically and offers variations on how students may express their thoughts. (TPE 1.5, 4.6, 4.7)
9. include opportunities for students to work collaboratively and appropriate time is allocated for student collaboration to meet the desired expectation. (TPE 1.5, 4.7)
10. include lesson objectives and instructional strategies that are based on specific student learning needs determined by content standards, data analysis, and district-identified practices. (TPE 1.1, 3.2, 4.2, 4.4)
11. incorporate multiple aspects of appropriate and available technology (includes assistive technology). (TPE 3.7, 3.8, 4.4, 4.7, 4.8)

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

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

10. effectively implements appropriate and available technology (including assistive technologies as appropriate) to enhance the learning experience. (TPE 3.7, 3.8, 4.4, 4.7, 4.8, 5.4)
11. effectively and consistently makes adjustments to the lesson content or pacing as needed to maximize student learning. Takes advantage of teachable moments to help students make personal connections to the content or across various subject areas. (TPE 1.1, 1.3, 1.8, , 4.3, 4.4)
12. consistently exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and excels in purposely provided experiences (i.e. differentiation, culturally relevant pedagogy) for an equitable learning environment in all areas including gender, race, culture, religion, and academic achievement (TPE 6.2)

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

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

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

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

Required Texts/Course Materials:

- Kronowitz, E.L. (2011). The teacher's guide to success. New York, NY: Pearson ISBN: 978-0137050741
- Jones, F. (2013). Tools for teaching. Santa Cruz, CA: Fredric H Jones & Associates, Inc.
- Student Teaching Handbook
- Instructional Planning and Classroom Management Handbook
- Student Teaching Bootcamp Materials
- English Language Arts/English Language Development Framework
- English Language Development (ELD) Standards

- All K-12 California Content Standards/Common Core Booklets (e.g., mathematics, reading/language arts, science, history/social science, visual and performing arts, health, physical education)
- International Society for Technology in Education (ISTE) Standards

About This Course/Teaching Philosophy/What to Expect

A. Placement Requirements

- 1) Student teachers will be placed in school districts that have an established partnership with CSULB Teacher Preparation Programs
- 2) The selection of fieldwork sites is based on the effectiveness of observed teaching and learning, and at sites where the state-adopted academic core curriculum is effectively implemented
- 3) Student teachers are placed with master teachers whose instructional approaches and methods are consistent with a comprehensive, systematic program and who collaborates with the CSULB university supervisor and others in the program. Master teachers must be recommended by their school district and site administrator and must demonstrate the following:
 - knowledge of state-adopted content standards
 - effective in collaborating and communicating with other teachers
 - hold appropriate teaching credential(s)
 - effective in supervising credential candidates
 - knowledge of current educational theory and practice and the developmental stages of the learning-to-teach continuum
 - sponsor expectations for supervising teachers and the state-adopted academic content standards and frameworks
 - promote reflective practice
- 4) Each candidate observes and participates at two of the following grade spans: K-2, 3-5, 6-8:
 - a. Whenever possible, students will have one placement where 25% of the students or more are English Language Learners
 - b. All students must have one placement where students have social/cultural backgrounds different from that of the candidate
 - c. Whenever possible, students will have one placement in a hard-to-staff classroom and/or and under-performing school
 - d. Whenever possible student teachers will be placed in schools where technology is being used to enhance learning.

B. Responsibilities of Student Teachers

1. Student Teaching is the culminating practicum of field experiences, the capstone course of the MSCP, where MSCP candidates apply and integrate the pedagogy they have learned in their other coursework to actual classroom experience.
 - a. The student teaching semester consists of two 8-unit assignment, five days per week, full-time, 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.
- 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.

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and synchronous/asynchronous online learning. Student teachers will be placed in face to face and/or virtual TK-6 classrooms. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings (seminars) either in-person or 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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online 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 provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

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 a minimum of 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 email accounts daily to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development’s [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Please review the Student Teaching Pacing Guide

	Activities	√
Week 1	<ul style="list-style-type: none"> • Complete tour of the school campus • Become acquainted with school staff and resources • Learn all students’ names • Be able to explain, teach, reteach, and reinforce classroom routines, rules, and procedures • Setup planning/conference schedule with Master Teacher • Observe all aspects of the students’ daily schedule to include: opening, recess, lunch, transitions to other classrooms (computer lab, library, etc.) • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and using proximity to support student adherence to classroom rules, procedures, and routines • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	<p>TPA: Discuss TPA requirements with Master Teacher, including videotaping authorizations</p>	
Week 2-3	<ul style="list-style-type: none"> • Take over opening exercises • Plan and teach a minimum of 3-5 whole group lessons in at least two different subject areas • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor 	

	TPA Cycle 1: Discuss ideas for TPA Cycle 1 with Master Teacher. Choose subject content and determine timeline for implementation	
Week 4-5	<ul style="list-style-type: none"> Plan and teach a minimum of 5-8 whole group lessons in one subject area Observe all lessons taught by Master Teacher Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 1: Implement lessons and videotaping for Cycle 1.	
Week 6-7	<ul style="list-style-type: none"> Plan and teach a minimum of two lessons per day in at least two subject areas Observe all lessons taught by Master Teacher Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher Complete other duties as assigned by Master Teacher and/or University Supervisor Complete Formative Evaluation Conference with University Supervisor (Average score of 2.5 or above by the end of Week 7.) 	
	TPA Cycle 1: Implement lessons and videotaping for Cycle 1.	
Week 8-9	<ul style="list-style-type: none"> Plan and teach a minimum of three lessons per day in at least three subject areas Observe all lessons taught by Master Teacher Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 2: Discuss TPA Cycle 2 with Master Teacher.	
Week 10-13	<ul style="list-style-type: none"> Plan and teach a minimum of four lessons per day in at least four subject areas Observe all lessons taught by Master Teacher Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 2: Choose subject content and determine timeline for implementation	

Week 14-15	<ul style="list-style-type: none"> • Solo teaching weeks. Plan and teach all lessons for the week. • Complete other duties as assigned by Master Teacher and/or University Supervisor • Complete Summative Evaluation Conference with University Supervisor (Average score of 3.0 or above by the end of Week 15.) • Complete Individual Induction Plan 	
	TPA Cycle 2: Implement lessons and videotaping for Cycle 2.	

Course Evaluation Components and Grading

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

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

SLO	Types of Assessments	Suggested % of Course Grade
SLO 1-Lesson Design and Assessment (CSTP 3, 4, and 5; TPEs 1, 3, 4, and 5)	Written lesson plans	25%
SLO 2-Lesson Implementation and Assessment	Weekly observations	25%
SLO 3-Classroom Management and Environment	Weekly observations	25%
SLO 4-Professionalism	Post lesson conferences	25%

	Self-reflections Attendance at seminars and professional development	
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Grading Scale

Student teaching is a Credit/No Credit course. In order to earn a grade of Credit for the first section of student teaching, students must have a mean score of 2.5 on each standard area of the Student Teaching Evaluation Rubric. In order to earn a grade of Credit for the first section of student teaching, students must have a mean score of 3.0 on each standard area of the Student Teaching Evaluation Rubric.

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in student teaching. Asynchronous participation in BeachBoard discussions may also be required. Student teachers may not miss more than two days of student teaching for excused reasons (illness, family emergency). Absences beyond the two days may require the addition of days beyond the semester schedule or an additional semester of student teaching.

Attendance Requirements

- a. Attendance is required for all student teaching days and seminar sessions during the semester.
- 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.

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 [Academic Integrity](#) 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.

Program Guidelines for Withdrawing from Student Teaching

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

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

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

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

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

If withdrawing within the 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 15 for Fall student teaching.

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.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

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

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

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.

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.