CALIFORNIA STATE UNIVERSITY
LONG BEACH

Advanced Studies in Education & Counseling

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 497 Multiple Subject Credential Program Intern Credential Supervision
Spring 2021

College of Education/Multiple Subject Credential Program

Course Information

Instructor:	Email:
Office Hours Days/Times:	**Office Hours Venue:**
Class Days/Times: 1-hour meetings periodically through semester. Direct supervision.	**Class Venue**:

Catalog Course Description
Prerequisites: Full admittance to the Multiple Subject Credential Program.   Candidates will be assigned a fieldwork supervisor who will provide support and supervision through classroom visits and/or virtual or in-person support meetings.

1-unit course. Credit/No Credit only.

2. **Student Learning Outcomes**

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 <u>and</u> 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)

A.   **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 <u>and</u> 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)

B. **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, <u>and</u> 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)

C. **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)

6. Required and Recommended Texts

<u>Required</u>

- Kronowitz, E.L. (2011). The teacher's guide to success. New York, NY: Pearson
- 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

This course is a 1-unit support and supervision course for active Multiple Subject Credential Interns who have not completed CalTPA and/or RICA requirements for credential recommendation. Candidates will participate in a support and supervision through class meetings, collaboration with other interns, and classroom visits/observations. Class meetings will be held periodically throughout the semester. See the Course Schedule for dates and topics/assignments.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Hybrid and Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard. All students must have access to a computer or other device with Internet functionality to access BeachBoard, Zoom, utilize Go React, and 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 will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting must email me as soon as possible to let me know, and no later than 24 hours after our class meeting to arrange missed work.

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.

When the CSULB campus is opened, there are 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 website for an extensive list of all available software installed in both computer labs.

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 CSULB email accounts a minimum of once per week 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](#).

GPA Policy
Per CSU Chancellor's Executive Order #547, a candidate must have maintained a minimum grade point of 3.0 in all core Preliminary Credential courses prior to entrance into Final Fieldwork (student teaching), with no grade lower than a "C" in any core course.

Course Evaluation Components and Grading

Evaluation Components

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 (Assessed: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4,2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8)	25%
SLO 2-Lesson Implementation and Assessment	Classroom observations (Assessed: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	25%
SLO 3-Classroom Management and Environment	Weekly observations (Assessed: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)	25%
SLO 4-Professionalism	Post lesson conferences/Self-reflections Attendance at seminars and professional development (Assessed: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)	25%

7.Course Assignments

Assignments for this course will vary, according to the unique needs of the intern. Activities may include:

    a. Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person, or via the web- enabled video conference/webinar or other video conferencing media*
    b.

b. Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
c. Provide access/student memberships for participation in district /regional group (ELAC committee, Council for Exceptional Children, etc.)
d. Classroom Observations and Coaching
e. Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor
f. Intern Observation of other teachers and classrooms
g. Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction
h. Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
i. Watching and discussing teaching videos with support person (s)
j. Interactive Journal (Support/ Supervisor and Intern) h. Phone/Email Support Hotline* i. Observe SDAIE/ELD lessons online or in person*
k. Weekly planning or review of plans with EL Authorized Credential Holder*
l. Editing work-related writing (letters to parents, announcements, etc.)
m. Support for CalTPA and/or RICA completion
n. Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor

Grading: Credit/ No Credit

Course Policies

Supervision of Interns.
In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

1. **Intern Logs**

Candidates will complete a monthly Intern Log that documents the supports and supervision received from both the university (through EDSP 586) and the district (through the Support Provider or district/school site professional development).   Plans are due through S4@The Beach by the 5th of each month.   Failure to correctly complete and submit these logs may result in termination of the Intern Contract.

Intern Professional Development Plan
The employing district has developed and implemented an Intern Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:(a) Provisions for an annual evaluation of the intern.(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching

Candidates will have created their Intern Professional Development Plan and should be ready to regularly review this plan through the course EDEL 497.

Attendance and Participation
Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Non-participation in course meetings or supervision meetings will negatively impact your grade. Please refer to and get familiar with the CSULB Attendance Policy .

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.

Submission of Assignments
- All assignments must be typed in 12 point font and double-spaced, with 1 inch margins, stapled, proofread and edited for spelling and grammatical errors (points will be deducted for such errors). Students are expected to utilize APA (6th Edition) on all written products.
- The CSULB Library provides APA manual and citation supports.

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.

Late Work
Late assignments may be submitted for up to seven days after the original assignment due date. One point will be deducted per day after the assignment due date.

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, Candidates in the Education Specialist Credential Program are held to the Professional Disposition Qualities that are developed by the College of Education and have been shared upon admission to the credential program.   Candidates not demonstrating these dispositions are subject to intervention and when necessary, removal from the credential program.

Education Specialist Website

Candidates are expected to visit the Education Specialist Website on a regular basis. Program updates and deadlines are posted. Program Policies are updated regularly, and candidates are responsible for these. "Fieldwork Forms" can be found under Post-bac Program Information.   Documents and Forms

Additional Information

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

Student Support Services
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.

DREAMERS Success Center
The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) or you can explore this DREAM web page to learn more about how we can assist you.

OMBUS Student Resources
The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list Ombuds resources

CED Scholarships and Financial Aid
The CSULB Center for Scholarship Information (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the BeachScholarships system, which offers a single online application for all CED and General Campus Scholarships during the application cycle from November 1 through February 15.

Student Emergency Intervention and Wellness Program
The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis. To access these resources please contact 562-985-2038 or visit Emergency grant

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.