



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

**UDCP Fieldwork Courses (Student Teaching)  
UDCP 420**

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

Supervisor:

Supervising teacher and email

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

**Beachboard Access**

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

**Beachboard Support:**

Email: [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu), [http://www.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/)

Phone: (562) 985-4959

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

**System check for Beachboard**

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**Beachboard Student Help Site**

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**Computer Access**

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic\\_technology/horn\\_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus.

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<http://www.csulb.edu/library/guide/computing.html> website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

### **College of Education Vision and Mission Statement**

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

### **Student Learning Outcomes**

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

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

SLO 1—Demonstrate understanding of inclusive practices, family-school-community collaboration, and Multi-tiered Systems of Support to meet the needs of diverse learners (TPE U1.1, U1.2, U2.6, U3.2, U4.6, U5.4, U5.5, U6.4, MM2.1, MM2.4, MM4.7, MM6.1, MM6.5, EX2.4, EX2.5, EX4.8, EX6.2, EX6.6)

SLO 2—Demonstrate effective behavioral, emotional, and environmental supports for students in culturally diverse settings (TPE U2.1, U2.2, U2.3, U2.5, U2.6, MM1.7, MM2.2, MM2.3, MM2.5, MM2.6, MM2.7, MM4.3, MM6.4, EX2.6, EX2.7, EX2.8, EX2.9, EX2.10, EX4.1, EX6.5)

SLO 3 -- Identify and respond to issues related to diversity in education, including culturally responsive instruction and access to the curriculum for all students (TPE U4.1, U4.4, U6.2, MM5.4, MM6.3, EX5.5, EX6.4)

SLO 4 --Demonstrate and apply the knowledge and skills to teach academic content to students with various backgrounds and abilities, including English language learners and students with disabilities within a Multi-tiered System of Support framework (focus on Tier 1) (TPE U1.3, U1.4, U1.5, U1.6, U1.7, U3.1, U3.2, U3.3, U3.4, U3.5, U4.2, U4.3, U4.4, U4.7, U4.8, MM1.3, MM2.8, MM4.1, MM4.2, MM4.5, MM5.4, EX1.8, EX2.11, EX4.3, EX4.4, EX4.6, EX5.6)

SLO 5-- Demonstrate and implement appropriate evidence-based interventions and develop IEPs for students with diverse learning needs within a Multi-tiered System of Support framework, focus on Tiers 2 & 3. (U3.2, U3.4, U3.6, U3.7, U4.2, U4.4, U4.5, U4.8, U5.8, MM1.1, MM1.2, MM1.4, MM2.9, MM2.10, MM3.1, MM3.2, MM3.3, MM4.4, MM5.3, MM6.2, MM6.6, EX1.5, EX1.6, EX1.7, EX1.9, EX1.11, EX2.12, EX2.13, EX3.3, EX3.4, EX3.5, EX4.5, EX5.4, EX6.3, EX6.7)

SLO 6 - Demonstrate and apply appropriate knowledge and skills for effective assessment to plan for instruction and to monitor student progress. (U4.1, U4.3, U5.1, U5.2, U5.3, U5.4, U5.5, U5.6, U5.7, MM5.1, MM5.2, MM5.6, EX5.2, EX5.3, EX5.7)

SLO 7 - Demonstrate and apply appropriate knowledge and skills for effective assessment, instruction, and accommodations for students with extensive support needs. (EX1.1, EX1.2, EX1.3, EX 1.9, EX2.1, EX2.2, EX2.3, EX3.1, EX3.2, EX4.2, EX5.1, EX6.1)

SLO 8 – Demonstrate knowledge and skills to assess and plan for transition across the lifespan for individuals with disabilities. (TPE U4.2, U4.5, U5.8, MM1.5, MM4.6, EX1.1, EX1.10, EX4.7)

SLO 9 – Demonstrate teaching effectiveness for all students as measured by student outcomes. (TPE U1.8, U5.2, U6.5, MM 1.4, EX1.9)

### **Teacher Performance Expectations**

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

## **Course Requirements**

### ***Field Visits by University Supervisor:***

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

Student teachers will be assigned a Master Teacher with whom they will work for the semester and who will collaborate with the candidate and university supervisor to evaluate the candidate's performance. Candidates will assist in scheduling meetings for the university supervisor to meet with their master teacher/field supervisor, and others at their field site as needed, to demonstrate their student teaching competencies and meet related requirements. The master teacher, student teacher and supervisor will need to meet as a group at minimum for the Midterm Evaluation and for the Final Evaluation. (TPE U6.3)

### ***Evaluations***

A Direct Observation Protocol is completed by the University Supervisor and the Master Teacher after observing the lesson. The Direct Observation Protocol is aligned with the Teacher Performance Expectations for multiple subjects and special education and is designed to provide formative feedback to the student teacher.

Formative assessments (Midterm Evaluation) and summative evaluations (Final Evaluation) are completed by the Master Teacher and University Supervisor for each student teaching placement. The evaluations are aligned with the Teacher Performance Expectations for multiple subjects and special education. Student teachers also complete self-evaluations for the Final Evaluations. Student teachers are expected to have passing scores in all areas of the Final Evaluation by the end of their second semester. While both multiple subject and special education standards need to be met by the end of the second semester, candidates can meet standards for either multiple subject or special education in either placement or both.

In the final semester of student teaching, the student teacher completes an Individual Development Plan with the guidance of the University Supervisor and Master Teacher. The Individual Development Plan is discussed at the Final Evaluation meeting and signed by the student teacher, the University Supervisor and the Master Teacher. (TPE U6.3)

### ***Reflections***

Candidates will maintain a reflective log of their teaching and professional experiences throughout the semester. There should be multiple journal entries reflecting their university supervisor's requirements. This journal will serve as a means for the candidate to evaluate and reflect upon his/her field experiences and will allow the university supervisor to become familiar with and dialogue about these experiences. The journal is also a means by which to demonstrate competencies in certain areas. While candidates may select their own topics to write about in their journal, the University supervisor may request the candidate to address a particular competency, lesson or TPE(s). You and your university supervisor will determine how your journal will be submitted, whether by hard copy, BeachBoard, One Drive, email, etc. (TPE U6.1, U6.3, U6.5, U6.6, U6.7)

Candidates participating in UDCP 420 will also write reflections on specific topics. Your University Supervisor will set due dates for each reflection and these reflections will take the place of the regular reflective log entries.

#### **Topic 1: Classroom management in the general education classroom**

For this week, observe the classroom management of your student teaching placement. What are the explicit classroom management structures (classroom rules, procedures, consequences, rewards)? How are these communicated and enforced? Also observe the implicit classroom management techniques. How is classroom culture established and communicated? What messages are communicated to students? How is a safe, positive and productive environment created? (TPE U2.1, U2.2, U2.3, U2.6)

#### **Topic 2: Supporting students with disabilities in the general education classroom**

Consider the students in your student teaching placement who have identified or not-yet identified special needs. How are the learning needs of these students supported in the general education classroom? What positive behavior supports are included (or can be included) to best support students? How can inclusive education provide support for all students in a Least Restrictive Environment? (TPE U1.1, U1.3, U1.4, U2.1, U2.2, U2.5, U2.6, U3.5, MM1.6, MM1.7, MM2.1, MM2.5, MM2.6, MM2.9, MM3.1, EX1.4, EX2.5, EX2.8, EX2.9, EX2.12, EX3.3)

#### **Topic 3: Supporting English learners in the general education classroom**

Consider the students in your student teaching placement who are English learners. What supports are in place for these students in your current classroom? How can you, as a practitioner, use research-based instructional approaches to create a supportive learning environment for language acquisition? How can you distinguish students whose only need is to acquire English proficiency, students who may have an identified disability affecting their ability to acquire English proficiency, and students who may have both a need to acquire English proficiency and an identified disability? (TPE U1.6, MM1.6, EX1.8)

#### **Topic 4: Professional Responsibilities**

Consider the professional roles and responsibilities educators uphold. How has your thinking or behaviors evolved or changed during your semester of student teaching in terms of how you think of

your professional responsibilities, professional conduct, and moral fitness? Do educators have special responsibilities in their use of social media or other digital platforms? Do educators have special responsibilities to conduct themselves with integrity and model ethical conduct for themselves and others? (TPE U6.5, U6.6)

### ***CalTPA***

Candidates will work throughout the semester to complete the requirements of the California Teaching Performance Assessment (CalTPA). The CalTPA is intended to provide a formal assessment of candidate ability and to ensure teaching candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. In Urban Dual Credential Program, candidates are guided in the CalTPA by the University Supervisors and Program Coordinator. Candidates are provided with the materials necessary (assessment guides, templates, media releases) and a pacing calendar to help candidates complete the requirements. Candidates are also provided with guidance during program workshops and meetings throughout the student teaching semester. It is ultimately the responsibility of the teacher candidate to complete all requirements of the CalTPA and submit each cycle to Pearson for evaluation.

### ***Self-Evaluation and Goal Setting:***

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

Candidates will assume full responsibility for ensuring that their university supervisor has adequate opportunities to evaluate their student teaching competencies. In addition to direct observation of the student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, the candidate's program portfolio that includes assignments completed in coursework, interviews with the candidate's field supervisor, administrator, peers, and students.

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

### ***Attendance***

Daily attendance is required. Be Punctual! Sign in on arrival at the school. Absences – notify the master teacher, the school, the university supervisor, and the program coordinator. Excessive (more than 2 days) absences may mean you will have need to make up student teaching days or repeat the student teaching experience. If you are ill and must be absent, contact your master teacher by 7:30am. During your absence, the master teacher will reassume control of the classroom. Be sure to leave or email your lesson plans, instructional materials, and other resources readily available to the master teacher.

## **Grading**

“Credit” or “No Credit” grading only.

## **Policy for Withdrawal**

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

## **Statement Regarding Students with Disabilities**

Students with disabilities who 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 can also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

## **Plagiarism & Cheating**

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

## **Professionalism**

### **Commitment to the Student**

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

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

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

*3. The student teacher shall not present false information or deliberately conceal credible information*

*about a student's behavior or academic progress.* For no reason should the student teacher falsify information about his/her students in order to protect him/herself from the consequences of ineffective teaching or faulty decisions. For example, if a concept has been taught by the student teacher and afterwards, the students test poorly on that concept, the student teacher must not attempt to conceal the evidence of his/her ineffective teaching by raising his/her students' grades. Rather, the concept should be taught again. Likewise, if the student teacher responds unprofessionally or inappropriately to a student, which then causes a disruption in the classroom, the student teacher should not conceal his/her inappropriate response and place all blame on the student, despite the negative consequences that might result. The student teacher's responsibility to represent each student in fairness and truth must not depend on the student teacher's ability to succeed professionally.

### **Commitment to the Master Teacher**

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

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

### **Commitment to the Profession**

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

*2. The student teacher shall not disclose information about his/her master teacher or other teachers unless it serves a compelling purpose or is required by law.* It is possible that the student teacher will

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

### **Professional Dress**

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

### **Social Networking**

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

\*Adapted from:

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



California State University, Long Beach  
Department of Liberal Studies  
Urban Dual Credential Program

**Self Evaluation and Goal Setting Summary Sheet**

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

Contact information: Work Telephone# \_\_\_\_\_

Home Telephone # \_\_\_\_\_ Email: \_\_\_\_\_

Name of Site-Based Supervisor: \_\_\_\_\_

Supervisor's contact number: \_\_\_\_\_

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

What do you see as your areas of strength?

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

Which areas do you feel you need to work on?

Your goals for this semester.



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

**UDCP Fieldwork Courses (Student Teaching)  
UDCP 422**

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

Supervisor:

*Supervisor Name & Email*

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

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Both the Horn Center and the Spidell Technology Center are a great resource for students needing to

use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

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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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SLO 3 -- Identify and respond to issues related to diversity in education, including culturally responsive instruction and access to the curriculum for all students (TPE U4.1, U4.4, U6.2, MM5.4, MM6.3, EX5.5, EX6.4)

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SLO 5-- Demonstrate and implement appropriate evidence-based interventions and develop IEPs for students with diverse learning needs within a Multi-tiered System of Support framework, focus on Tiers 2 & 3. (U3.2, U3.4, U3.6, U3.7, U4.2, U4.4, U4.5, U4.8, U5.8, MM1.1, MM1.2, MM1.4, MM2.9, MM2.10, MM3.1, MM3.2, MM3.3, MM4.4, MM5.3, MM6.2, MM6.6, EX1.5, EX1.6, EX1.7, EX1.9, EX1.11, EX2.12, EX2.13, EX3.3, EX3.4, EX3.5, EX4.5, EX5.4, EX6.3, EX6.7)

SLO 6 - Demonstrate and apply appropriate knowledge and skills for effective assessment to plan for instruction and to monitor student progress. (U4.1, U4.3, U5.1, U5.2, U5.3, U5.4, U5.5, U5.6, U5.7, MM5.1, MM5.2, MM5.6, EX5.2, EX5.3, EX5.7)

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SLO 9 – Demonstrate teaching effectiveness for all students as measured by student outcomes. (TPE U1.8, U5.2, U6.5, MM 1.4, EX1.9)

### **Teacher Performance Expectations**

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

### **Course Requirements**

#### ***Field Visits by University Supervisor:***

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

Student teachers will be assigned a Master Teacher with whom they will work for the semester and who will collaborate with the candidate and university supervisor to evaluate the candidate's performance. Candidates will assist in scheduling meetings for the university supervisor to meet with their master teacher/field supervisor, and others at their field site as needed, to demonstrate their student teaching competencies and meet related requirements. The master teacher, student teacher and supervisor will need to meet as a group at minimum for the Midterm Evaluation and for the Final Evaluation. (TPE U6.3)

#### ***Evaluations***

A Direct Observation Protocol is completed by the University Supervisor and the Master Teacher after observing the lesson. The Direct Observation Protocol is aligned with the Teacher Performance Expectations for multiple subjects and special education and is designed to provide formative feedback to the student teacher.

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In the final semester of student teaching, the student teacher completes an Individual Development Plan with the guidance of the University Supervisor and Master Teacher. The Individual Development Plan is discussed at the Final Evaluation meeting and signed by the student teacher, the University Supervisor and the Master Teacher. (TPE U6.3)

### ***Reflections***

Candidates will maintain a reflective log of their teaching and professional experiences throughout the semester. There should be weekly log entries reflecting their university supervisor's requirements. This log will serve as a means for the candidate to evaluate and reflect upon his/her field experiences and will allow the university supervisor to become familiar with and dialogue about these experiences. The journal is also a means by which to demonstrate competencies in certain areas. While candidates may select their own topics to write about in their journal, the University supervisor may request the candidate to address a particular competency, lesson or TPE(s). You and your University Supervisor will determine how your journal will be submitted, whether by hard copy, BeachBoard, One Drive, email, etc. (TPE U6.1, U6.3, U6.5, U6.6, U6.7)

Candidates participating in UDCP 422 will also write reflections on specific topics. Your University Supervisor will set due dates for each reflection and these reflections will take the place of the regular reflective log entries.

#### **Topic 1: Supporting students through a safe environment**

Think about the students in your placement and how the physical classroom space is set up (or could be set up) to support their needs. Consider how physical spaces can support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools, and the community. How is the classroom space set up to create a barrier-free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations? Is the physical space also a conducive environment for students with orthopedic impairments? (TPE U2.3, MM2.2, MM2.3, EX2.6, EX2.7)

#### **Topic 2: Health care in educational settings**

For this reflection, consider students who are receiving health care in educational settings. What are the federal, state, and local policies which support students receiving specialized health care in educational settings? What challenges might the families of these students face? How can you, as a practitioner, use information from individualized health care plans to support a safe environment and implement procedures, technology or adaptive equipment required by students? (TPE MM6.4, MM6.5, EX2.1, EX2.2, EX6.5, EX6.6)

#### **Topic 3: Considerations of students with traumatic brain injuries**

For this reflection, consider students who have sustained a traumatic brain injury. How can these students and their families be supported? How can peers be supported as these students transition to school and present with a change in function? How can teaching strategies be adjusted for students who demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues? (TPE MM2.11, MM4.5, MM6.6, EX2.14, EX4.6, EX6.7)

#### **Topic 4: Historical and contemporary issues in the lives of individuals with disabilities**

Consider the historical and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. What are some of the best practices or models you observed during your student teaching placement? How would you improve on them as a future special education teacher? (TPE MM6.3, EX6.4)

### ***CalTPA***

Candidates will work throughout the semester to complete the requirements of the California Teaching Performance Assessment (CalTPA). The CalTPA is intended to provide a formal assessment of candidate ability and to ensure teaching candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. In Urban Dual Credential Program, candidates are guided in the CalTPA by the University Supervisors and Program Coordinator. Candidates are provided with the materials necessary (assessment guides, templates, media releases) and a pacing calendar to help candidates complete the requirements. Candidates are also provided with guidance during program workshops and meetings throughout the student teaching semester. It is ultimately the responsibility of the teacher candidate to complete all requirements of the CalTPA and submit each cycle to Pearson for evaluation.

### ***Self-Evaluation and Goal Setting:***

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

Candidates will assume full responsibility for ensuring that their university supervisor has adequate opportunities to evaluate their student teaching competencies. In addition to direct observation of the student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, the candidate's program portfolio that includes assignments completed in coursework, interviews with the candidate's field supervisor, administrator, peers, and students.

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

### ***Attendance***

Daily attendance is required. Be Punctual! Sign in on arrival at the school. Absences – notify the master teacher, the school, the university supervisor, and the program coordinator. Excessive (more than 2 days) absences may mean you will have need to make up student teaching days or repeat the student teaching experience. If you are ill and must be absent, contact your master teacher by 7:30am. During your absence, the master teacher will reassume control of the classroom. Be sure to leave or email your lesson plans, instructional materials, and other resources readily available to the master teacher.

### ***Grading***

“Credit” or “No Credit” grading only.

## **Policy for Withdrawal**

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

## **Statement Regarding Students with Disabilities**

Students with disabilities who 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 can also be reached by phone at (562) 985-5401 or via email at [amac@csulb.edu](mailto:amac@csulb.edu).

## **Plagiarism & Cheating**

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

## **Professionalism**

### **Commitment to the Student**

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

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

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

3. *The student teacher shall not present false information or deliberately conceal credible information about a student's behavior or academic progress.* For no reason should the student teacher falsify information about his/her students in order to protect him/herself from the consequences of ineffective

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

### **Commitment to the Master Teacher**

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

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

### **Commitment to the Profession**

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

*2. The student teacher shall not disclose information about his/her master teacher or other teachers unless it serves a compelling purpose or is required by law.* It is possible that the student teacher will be told or will discover confidential information about his/her master teacher or other teachers during his/her student teaching experience. Whether the student teacher learns any confidential information



from his/her mentor teacher or from another teacher, he/she must respect the individual's privacy and not reveal the information to others. If any information proves to be relevant for research reports or case projects based on the student teaching experience, the student teacher may include the information as long as he/she does not reveal the actual names and circumstances are described in general rather than specific terms. Of course, each situation is different and proper judgment should be used.

### **Professional Dress**

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

### **Social Networking**

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

\*Adapted from:

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

California State University, Long Beach  
Department of Liberal Studies  
Urban Dual Credential Program

**Self Evaluation and Goal Setting Summary Sheet**

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

Contact information: Work Telephone# \_\_\_\_\_

Home Telephone # \_\_\_\_\_ Email: \_\_\_\_\_

Name of Site-Based Supervisor: \_\_\_\_\_

Supervisor's contact number: \_\_\_\_\_

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

What do you see as your areas of strength?

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

Which areas do you feel you need to work on?

Your goals for this semester.



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

**UDCP Fieldwork Courses (Student Teaching)  
UDCP 423**

**UDCP 423 – Student Teaching Special Education (Extensive Support Needs):** Semester-long student teaching experience in public schools serving students with identified extensive support needs in a variety of inclusive and special education settings. Credit or no credit grading only.

Supervisor:

*Supervisor Name & Email*

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

**Beachboard Access**

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

**Beachboard Support:**

Email: [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu), [http://www.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/)

Phone: (562) 985-4959

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

**System check for Beachboard**

[https://bbcsulb.desire2learn.com/d2l/tools/system\\_check/systemcheck.asp?ou=6605](https://bbcsulb.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6605)

**Check for Supported Browsers**

[http://www.csulb.edu/divisions/aa/academic\\_technology/itss/beachboard/help/browser\\_issues\\_solutions.html](http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions.html)

**Beachboard Student Help Site**

[http://www.csulb.edu/divisions/aa/academic\\_technology/itss/beachboard/help/students/index.html](http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html)

**Computer Access**

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic\\_technology/horn\\_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus.

Both the Horn Center and the Spidell Technology Center are a great resource for students needing to

use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

### **College of Education Vision and Mission Statement**

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

### **Student Learning Outcomes**

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

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

SLO 1—Demonstrate understanding of inclusive practices, family-school-community collaboration, and Multi-tiered Systems of Support to meet the needs of diverse learners (TPE U1.1, U1.2, U2.6, U3.2, U4.6, U5.4, U5.5, U6.4, MM2.1, MM2.4, MM4.7, MM6.1, MM6.5, EX2.4, EX2.5, EX4.8, EX6.2, EX6.6)

SLO 2—Demonstrate effective behavioral, emotional, and environmental supports for students in culturally diverse settings (TPE U2.1, U2.2, U2.3, U2.5, U2.6, MM1.7, MM2.2, MM2.3, MM2.5, MM2.6, MM2.7, MM4.3, MM6.4, EX2.6, EX2.7, EX2.8, EX2.9, EX2.10, EX4.1, EX6.5)

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Candidates participating in UDCP 423 will also write reflections on specific topics. Your University Supervisor will set due dates for each reflection and these reflections will take the place of the regular reflective log entries.

#### **Topic 1: Supporting students through a safe environment**

Think about the students in your placement and how the physical classroom space is set up (or could be set up) to support their needs. Consider how physical spaces can support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools, and the community. How is the classroom space set up to create a barrier-free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations? Is the physical space also a conducive environment for students with orthopedic impairments? (TPE U2.3, MM2.2, MM2.3, EX2.6, EX2.7)

#### **Topic 2: Health care in educational settings**

For this reflection, consider students who are receiving health care in educational settings. What are the federal, state, and local policies which support students receiving specialized health care in educational settings? What challenges might the families of these students face? How can you, as a practitioner, use information from individualized health care plans to support a safe environment and implement procedures, technology or adaptive equipment required by students? (TPE MM6.4, MM6.5, EX2.1, EX2.2, EX6.5, EX6.6)

#### **Topic 3: Considerations for students with traumatic brain injuries**

For this reflection, consider students who have sustained a traumatic brain injury. How can these students and their families be supported? How can peers be supported as these students transition to school and present with a change in function? How can teaching strategies be adjusted for students who demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues? (TPE MM2.11, MM4.5, MM6.6, EX2.14, EX4.6, EX6.7)

#### **Topic 4: Auditory/Visual Impairment**

Consider the needs of students who have auditory and/or visual impairments. How could you, as a practitioner, use hearing and vision assessment findings to guide program development for these students? How could you develop communication-rich environments that support communication and social engagement for these students? If you had a student who was deafblind, how could you support students in communicating, learning and accessing environments? (TPE EX1.3, EX 2.3 EX4.2)

**Topic 5:** Historical and contemporary issues in the lives of individuals with disabilities  
Consider the historical and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. What are some of the best practices or models you observed during your student teaching placement? How would you improve on them as a future special education teacher? (TPE MM6.3, EX6.4)

### ***CalTPA***

Candidates will work throughout the semester to complete the requirements of the California Teaching Performance Assessment (CalTPA). The CalTPA is intended to provide a formal assessment of candidate ability and to ensure teaching candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. In Urban Dual Credential Program, candidates are guided in the CalTPA by the University Supervisors and Program Coordinator. Candidates are provided with the materials necessary (assessment guides, templates, media releases) and a pacing calendar to help candidates complete the requirements. Candidates are also provided with guidance during program workshops and meetings throughout the student teaching semester. It is ultimately the responsibility of the teacher candidate to complete all requirements of the CalTPA and submit each cycle to Pearson for evaluation.

### ***Self-Evaluation and Goal Setting:***

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

Candidates will assume full responsibility for ensuring that their university supervisor has adequate opportunities to evaluate their student teaching competencies. In addition to direct observation of the student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, the candidate's program portfolio that includes assignments completed in coursework, interviews with the candidate's field supervisor, administrator, peers, and students.

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

### ***Attendance***

Daily attendance is required. Be Punctual! Sign in on arrival at the school. Absences – notify the master teacher, the school, the university supervisor, and the program coordinator. Excessive (more than 2 days) absences may mean you will have need to make up student teaching days or repeat the student teaching experience. If you are ill and must be absent, contact your master teacher by 7:30am. During your absence, the master teacher will reassume control of the classroom. Be sure to leave or

email your lesson plans, instructional materials, and other resources readily available to the master teacher.

## **Grading**

“Credit” or “No Credit” grading only.

## **Policy for Withdrawal**

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

## **Statement Regarding Students with Disabilities**

Students with disabilities who 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 can also be reached by phone at (562) 985-5401 or via email at [amac@csulb.edu](mailto:amac@csulb.edu).

## **Plagiarism & Cheating**

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

## **Professionalism**

### **Commitment to the Student**

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

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



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

3. *The student teacher shall not present false information or deliberately conceal credible information about a student's behavior or academic progress.* For no reason should the student teacher falsify information about his/her students in order to protect him/herself from the consequences of ineffective teaching or faulty decisions. For example, if a concept has been taught by the student teacher and afterwards, the students test poorly on that concept, the student teacher must not attempt to conceal the evidence of his/her ineffective teaching by raising his/her students' grades. Rather, the concept should be taught again. Likewise, if the student teacher responds unprofessionally or inappropriately to a student, which then causes a disruption in the classroom, the student teacher should not conceal his/her inappropriate response and place all blame on the student, despite the negative consequences that might result. The student teacher's responsibility to represent each student in fairness and truth must not depend on the student teacher's ability to succeed professionally.

### **Commitment to the Master Teacher**

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

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

### **Commitment to the Profession**

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

receiving his/her instruction and distresses the mentor teacher who is responsible for seeing that all – the student teacher and students – have a positive, beneficial learning experience.

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

### **Professional Dress**

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

### **Social Networking**

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

\*Adapted from:

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

California State University, Long Beach  
Department of Liberal Studies  
Urban Dual Credential Program

**Self Evaluation and Goal Setting Summary Sheet**

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

Contact information: Work Telephone# \_\_\_\_\_

Home Telephone # \_\_\_\_\_ Email: \_\_\_\_\_

Name of Site-Based Supervisor: \_\_\_\_\_

Supervisor's contact number: \_\_\_\_\_

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

What do you see as your areas of strength?

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

Which areas do you feel you need to work on?

Your goals for this semester.