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.

EDSP 586 Education Specialist Intern Credential Supervision
Fall 2022

College of Education/Education Specialist Credential Program

Course Information

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

Catalog Course Description

Prerequisites: Full admittance to Education Specialist Intern Program (ESIP). Candidates will be assigned a fieldwork supervisor who will provide support and supervision through classroom visits and/or virtual or in-person support meetings. Emphasis on culturally responsive pedagogy for English learners with disabilities.

1 unit course. Credit/No Credit only.

Course Student Learning Outcomes and Goals

Course Learning Outcomes: Upon successful completion of the course, students will:
1. Effectively use the "plan, teach, reflect" cycle of instruction and evaluation in their classrooms.
2. Apply knowledge of students, including their prior experiences, interests, cultural, linguistic, and socioeconomic backgrounds to engage in learning, and to create a culturally and responsive and sustaining learning environment that reflects multiple perspectives. U1.1(P), U2.2(P,A); U6.2(P,A)
3. Provide a supportive learning environment demonstrating effective instruction, using evidence-based practices for first and second language acquisition learners, (ELD, SIOP, scaffolding, bilingual) in order for students to acquire English proficiency, and develop related and meaningful IEP goals and objectives. U1.6(P); U3.5(P,A); U4.4(P,A)
4. Plan, implement, and assess instruction that is developmentally, linguistically, and culturally appropriate that applies principles of Universal Design for Learning (UDL). U1.4(P); U3.4(P); U4.4(P,A)

5. Collaboratively develop and implement academically and functionally appropriate Individualized Education Programs (IEP) that access CCSS that lead to effective inclusion of students with MM/ESN in general education core curriculum, while addressing their unique learning, sensory, and access needs. MM1.1(P,A); ESN1.5(P)

6. Demonstrate knowledge of special education law, including how to hold IEP meetings according to the guidelines established by law. ESN5.4(P,A)

7. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. U2.3(P,A)

PLO 3: Candidates will use students' IEP goals and the "plan, teach, assess, reflect, apply" cycle to provide effective instruction, implement interventions and monitor progress using HLP, EBP, inclusion, MTSS, UDL, and CRSP models.

Teacher Performance Expectations (TPEs) Addressed in EDSP 578	Introduced (I) Practiced (P) Assessed (A)
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	P
U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	P,A
ESN1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)	P
ESN1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.	P
ESN1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	P,A

ESN1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)	P
ESN1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)	P,A
ESN1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	P,A
ESN.1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)	P,A
MM1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum	P,A
MM1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)	P,A
MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	P,A
MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)	P,A
MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	P
U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	P,A

U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	P,A
U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	P,A
U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	P,A
U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	P,A
MM2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	P
MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/2.6)	P
MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6	P
MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	P
MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)	
ESN2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational	P

settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs	
ESN2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6	P
ESN2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	P
ESN2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	P
ESN2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6	
U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks	P
U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum	P
MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	P
ESN3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	P
U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	P,A
U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all	P,A

students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable	
ESN4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	P
ESN4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3	P
U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	P
U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	P
MM4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)	P
MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	P
MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1	P,A

MM4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6	P
ESN4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	P
ESN4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1)	P,A
ESN4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)	P
U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities	P,A
U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction	P,A
ESN5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	P,A
ESN5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	P,A
ESN5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	P,A
MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	P,A
MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	P,A

MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	P,A
U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	P,A
U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	P
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	P
ESN6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	P
ESN6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	P
ESN6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7)	P
MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	P
MM6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	P
MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7)	P

TPEs are listed below under Course Evaluation Components and Grading

Required Texts/Course Materials:
Bos, C. S., & Vaughn, S. (2020). *Strategies for teaching students with learning and behavior problems*
        (10/e). Boston: Pearson Education, Inc.

Other Readings

Course Readings are found through the University Library or public weblinks- see links at end of syllabus. Readings are also found on Beachboard. *

About This Course/Teaching Philosophy/What to Expect

This course is a 1-unit support and supervision course for active Education Specialist Credential Interns for by Mild Moderate Support Needs and Extensive Support Needs.   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 Schedule

Meeting	Topic	Assignments Due
1	**Expectations and Requirements for the semester.** What's in your Intern Professional Development Plan? Interns will share their IPDP with peer. How do you complete the Intern Log? Samples and expectations of Intern Logs are reviewed.	*Schedule a classroom visit – all completed before next meeting* *Review of Intern Professional Development Plan*
2	**English Language students and the SIOP Model** Interns will bring examples/evidence of supporting English learners in their classrooms for discussion during the class meeting and feedback from peers and instructor	*SIOP Lesson Plan, Observations, Reflective Journal*
3	**Participation on Multi-disciplinary IEP Team** Interns will bring examples/evidence of participation on multidisciplinary IEP team for discussion during the class meeting and feedback from peers and instructor	*Participation on Multi-disciplinary IEP Team – Cycle 1 activity* *Reflective Journal*
4	**Classroom management and positive behavior support** Interns will bring examples/evidence of classroom management plans based on positive behavior support for discussion during the class meeting and feedback from peers and instructor. This may also include specific examples of addressing challenging individual student behaviors. Functional behavior support plans may also be addressed, as needed.	*Positive Classroom Behavior Management Plan* *Reflective Journal*
5	**Culturally Responsive and Sustainable Pedagogy** Interns will bring examples/evidence of culturally responsive and sustaining pedagogy used in their classrooms for planning assessments and instruction to discuss during the class meeting with feedback from peers and instructor.	*Culturally Responsive and Sustain Pedagogy – Cycle 2 activity* *Reflective Journal*
6	**Summary and Goals for Moving Forward** This session will be used to address any needs identified by interns in the course that may need extra support, from the topics addressed in previous class meetings.	*Reflective Journal* *Schedule additional supervision meeting if needed*

Course Evaluation Components and Grading

Evaluation Components

1. **Preparing for the Teacher Performance Assessment:**

SLO. Demonstrate skills outlined in the Teacher Performance Expectations during formative assessment of Teaching Performance Assessment tasks; document and reflect on formative opportunities to prepare for the TPA tasks. <mark>CTC U & MM & ESN TPEs 1-6</mark>

Candidates will use student's IEP goals and the "plan, teach, assess, reflect, apply" cycle to provide effective instruction, implement interventions and monitor progress using HLP, EBP, inclusion, MTSS, UDL, and CRSP Models.

- **Learning About Students and Planning Instruction is Cycle 1**
  Work with 1 group of students. Plan 1 lesson. Identify 3 students for focus. Reflect on learning and practice. Apply new knowledge for next steps.   All students would have IEP. Goals from IEP considered. COLLABORATION must be evidenced in these cycles!   Facilitation of instructional support personnel (How did you involve paraprofessionals in planning and delivery of meeting IEP goals?)
- **Assessment-Driven Instruction (credential specific) is Cycle 2.**
  MMSN will have a set of expectations for appropriate assessment. ESN will have a set of expectations that are appropriate.   Education technology and facilitation of instructional support personnel. Progress monitoring is reflected. Data and how it is shared with families and team. Analysis of assessment. How does this inform knowledge of what's next? Reteaching. Extension for continuation of learning on the content standards. Clear examples of considerations for CRP in assessment and instruction.

2. **SIOP Lesson Plan, Observations, & Reflection (SLO 1, 3, & 4)**
   Lesson plans in at least two content areas will be prepared following the SIOP model in preparation for UDL lessons for ELL to be observed by an assigned university supervisor. Opportunities to address IEP goals and objectives will be included. Intern will prepare a written reflection of each lesson following observations.

   <mark>U1.6(P); ESN1.7(P); ESN1.8, U1.6, MM1.3 (P,A); U3.1(P);U3.2(P); U4.1(P,A); U4.4(P,A); ESN4.4, U4.3, MM4.2 (P); ESN4.5, U4.1, MM4.4 (P,A); U5.6, U5.7(P,A); ESN5.6, MM5.5 (P,A)</mark>

3. **Participation on Multi-disciplinary IEP Team (SLO 3, 5 & 6)**
   Intern will evaluate at least one student in preparation for a culturally responsive IEP meeting with a multidisciplinary team. Present levels of performance, goals and objectives, and progress monitoring related to assessment outcomes will also be presented.

   <mark>ESN1.5(P); ESN1.6, MM1.1(P,A); ESN1.9, MM1.4(P,A); ESN.1.10, MM1.5 (P,A); ESN2.4, MM2.4 (P); ESN4.5, U4.1, MM4.4 (P,A); ESN4.7, U4.6, MM4.6 (P); ESN5.4, MM5.3 (P,A); U6.2(P,A); ESN6.2, U6.4, MM6.1(P); ESN6.3, MM6.2(P)</mark>

4. **Positive Classroom Behavior Management Plan (SLO 7)**

   Intern will create a culturally responsive classroom-wide behavior management plan based on positive behavior support models to be shared with the university supervisor and employer support-provider.

   ESN1.4, MM1.7 (P); U2.1, U2.2(P,A); U2.3, U2.4 (P,A); U2.6(P,A); ESN2.8, U2.1/2.6, MM2.5(P); ESN2.9, U2.6, MM2.6 (P); ESN2.10, U2.4, MM2.7 (P); ESN2.13, U2.6, MM2.10 (P); ESN3.4, U3.2, MM3.2 (P); ESN4.1, MM4.3(P)

5. **Culturally Responsive and Sustainable Pedagogy (SLO 2, 4, & 7)**

   Candidates will share in class how they address the diverse cultural, linguistic, and socioeconomic backgrounds of their students and families in instruction, evaluation, and IEP planning.

   U1.1 (P); U2.2 (P,A); U2.3(P,A); U4.1(P,A); U4.4(P); ESN5.5, U5.6, MM5.4 (P,A); U6.2(P,A); ESN6.4, U6.7, MM6.3(P)

6. **Maintain a Reflective Journal and Support Log (SLO 1)**

   - A reflective journal will be maintained throughout the course with written entries addressing TPEs and SLOs.
   - Intern will maintain records of support and supervision from employer and university personnel to include dates, times, duration, and content of support.

Grading: Credit/ No Credit

Course Policies

Field Experience

For interns, early field experience will take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

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.

7. **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.(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child

development and teaching methods, and special education programs for pupils with mild and moderate disabilities. (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

Candidates will have created their Intern Professional Development Plan and should be ready to regularly review this plan through the course EDSP 586.

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 <u>do</u> 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.