

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 589

Student Teaching Seminar: Education Specialist

Fall 2022

Department of Advanced Studies in Education & Counseling

Education Specialist Credential Program

Course Information

Instructor: Kelli Sanderson	Email: kelli.sanderson@csulb.edu
Virtual Office Hours Days/Times: Class Days/Times:	Office Hours Zoom Link: Class Zoom Ler:

3. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other

<p><i>U3.5</i> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	A
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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 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 re

Candidates will video record their learning segment lessons or activities and select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development and/or communication development, (2) student use of assistive technology and/or educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content. Videos must be annotated to highlight instruction and assessment practices.

Part 4 (Re-teaching-or



Submission verification of CalTPA Cycle 2	C/NC
Total	C/NC

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Behavior Expectations

It is expected that all students will engage in respectful and professional interactions at all times and with all participants, including fellow EDSP 589 students, the instructor, guest speakers, students, family members, teachers, and other personnel students might interact with in the context of this course. This includes using respectful, person-first language in describing, referring to, and interacting with all individuals, as well as maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references.

Late Work/Make-up Policy

It is expected that students will submit their work on-time. Points will be deducted for each assignment turned in later than the scheduled due date (1 point per day including weekends and holidays). Late assignments may be submitted only up to one week after the original date due unless previous arrangements were made with the instructor. *Students in this course must be proactive and contact me if they anticipate absences/missed work or if they are falling behind.*

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 is a violation of academic integrity.

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.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, 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.

A CED student is 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

9	Unit planning <ul style="list-style-type: none"> ○ Supporting students' needs Instructional strategies		Cycle 1 Draft Part 4: Reflection (U1.8A, U6.1 A)
10	Measuring learning through multiple means <ul style="list-style-type: none"> ○ Informal assessment ○ Student self-assessment ○ Formal assessment 		Bring a copy of an informal and formal assessment
11	Using rubrics in assessment In-class Peer Review of Learning Segment		Cal TPA Cycle 1 Submission Verification Cycle 2 Draft Part 1: Learning Segment Template (U3.5 A)
12	Analyzing assessment results Implications for lesson goals Implications for IEP goals In-class Peer Review of Assessments		Cycle 2 Draft Part 2: Assessment Descriptions, Copies of Assessments, & Rubrics (U5.1 A)
13	Applying Assessment Results Re-teach vs. extension activities In-Class Peer Review of Videos		Cycle 2 Draft Part 3: Videos (U4.4A, U5.1A, U5.8A)

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