

**California State University, Dominguez Hills College of Education**  
**Equitable Standards for Clinical Practice**  
**Student Commitment Form**

All enrolled students will be asked to electronically sign acknowledgement of this College of Education (COE) **Equitable Standards for Clinical Practice** upon application to a program. The COE defines equitable conduct as a student's ability to consistently demonstrate behaviors aligned with the COE Vision and Mission, and the College is committed to guiding students in upholding the following humanizing practices and ideologies in classes and clinical/field settings. A COE 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 COE Mission and Vision:
  - a. Our Mission: Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following: a justice-focused agenda, the pursuit of equity, innovation in teaching and learning, rigorous and responsive research, collaboration with professional, local, and global communities, and student-centered partnerships, belief in the limitless potential of our work, each other, and those we serve.
  - b. Our Vision: Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.
3. Abide by the mission, policies, procedures, and safety regulations of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical/field practice. \*\*
4. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classrooms and clinical/field settings.
5. Engage in self-reflective practice with others (being receptive to feedback), acknowledge the consequences and impact of one's own actions or inactions on others, and demonstrate tangible steps towards self-growth and transformation.
6. Maintain essential collegial behaviors and ethical obligations as described by the California Commission on Teacher Credentialing (CTC) Teacher Performance Expectations; School Counseling Performance Expectations, and the California Professional Standards for Education Leaders (see Appendix A).

**NOTES:**

\*Observed forms of harassment in physical or digital form may require immediate referral to the CSUDH Office of Community Standards that may conduct a parallel investigation process in addition to the COE referral process. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the [CSUDH Office of Equity and Inclusion](#).

\*\*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 [CSUDH Office of Equity and Inclusion](#).

Should a student be found responsible for failing to uphold these standards, they must adhere to the COE Improvement Plan referral process in addition to CSUDH’s student conduct policy administrated by the CSUDH Office of Community Standards. All Title IX related issues will be referred to the CSUDH Office of Equity and Inclusion.

Clinical supervisors or mentor teachers must contact the appropriate Clinical Coordinator, Graduate Program Director or Department Chair if concerning behaviors are observed from COE students. Although clinical supervisors, mentor teachers, district support personnel, or other non-CSUDH employees can dismiss students from clinical placement sites, they are not authorized to remove students from COE programs or assign failing grades. Only the faculty of record can assign a grade. Clinical site staff are encouraged to notify the appropriate COE faculty or staff member.

**I acknowledge, understand, and agree to the standards, expectations, and review process outlined in this document.**

**Student Name** \_\_\_\_\_

**ID #** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Appendix A

### California Commission on Teacher Credentialing (CTC) Performance Expectations

#### Teacher Performance Expectations-6: Developing as a Professional Educator Beginning Teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
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.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
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.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms.

#### **Pupil Personnel Services: School Counseling Performance Expectations**

##### **SCPE 2: Professionalism, Ethics, and Legal Mandates**

1. Develop and apply an ethical decision-making process.
2. Articulate school counseling philosophy as it pertains to school counselor professional
3. identity.
4. Locate and identify key state provisions such as California Education Codes (EC § 49600,
5. 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
6. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.
7. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
8. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
9. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
10. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
11. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English

learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.

12. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor

## **School Leadership Program: California Professional Standards for Education Leaders**

### **CPSEL 5: Ethics and integrity**

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

1. **Reflective Practice:** Leaders act upon a personal code of ethics that requires continuous reflection and learning.
2. **Ethical Decision-Making:** Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.
3. **Ethical Action:** Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.