



## COURSE DESCRIPTIONS

### PRESERVICE

#### **EDU 101: Overview and Culmination of the Preservice Program**

##### **Multiple Subject, Education Specialist and Single Subject**

This course is designed to introduce candidates to the Multiple Subject, Single Subject, and Education Specialist Intern Programs. Candidates will learn the structure, expectations, and logistics of the Preservice and Intern Programs. Candidates will be introduced to the online and field experience requirements of the Preservice program and learn how completion of requirements is logged and monitored. Candidates will explore the Teaching Performance Expectations (TPEs) and their alignment to the California Standards for the Teaching Profession. At the conclusion of the Preservice Program, candidates will learn the next steps to gaining employment, being recommended for their District Intern Credential, and applying for the SCOE Intern Program.

#### **EDU 102: Introduction to Teaching and Learning in California**

##### **Multiple Subject, Education Specialist and Single Subject**

This course is designed to introduce candidates to the complex profession of teaching, including the historical, philosophical, cultural, social, and political history of the educational system in the United States and California, including state and federal policies. Candidates will be introduced to the alignment of standards, frameworks, instructional materials, and assessments for planning instruction to meet the needs of all students. Candidates will examine the background characteristics of California's diverse student population in order to promote the achievement of all learners, including English learners. Issues related to student academic and social development will be explored. Through this course, candidates will learn research-based lesson design using the High-Quality First Instruction (HQFI) Model and observe the application of this model through field experience. Candidates will understand the professional, legal, and ethical obligations of being the teacher-of-record in a diverse, California classroom. Through reading, reflection, writing, discussion, observation, collaboration, and experience in planning and presenting, they will be better prepared to begin a professional career as a teacher in California.

Classroom Observations: 1

## **EDU 103: Introduction to Classroom Management and Positive Environments**

### **Multiple Subject and Single Subject**

This course is designed to introduce candidates to creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. Candidates will learn the importance of setting the tone through teacher actions and expectations and relationships with students and families. Candidates will develop a preliminary plan for the collaborative development of classroom rules. In addition, the role of procedures and routines in a well-managed classroom will be examined. The impact of lesson design on classroom management will be explored.

Classroom Observations: 1

## **EDU 104: Introduction to Teach Special Populations Including Typical/Atypical Development**

### **Multiple Subject, Education Specialist and Single Subject**

This course is designed to develop candidates' knowledge and skills in identifying and providing appropriate interventions for students who experience learning difficulty and/or students who are gifted. Candidates will be exposed to the instructional, social, and emotional implications of students with disabilities and students who are gifted. The class will discuss the importance of the core curriculum and the right of all students to be exposed to a rich and challenging curriculum. Candidates will learn about the IEP process including student referral, assessment, eligibility, and special education services. Candidates will learn and discuss instructional interventions that may be appropriate to help students with varying learning abilities and disabilities. Candidates will discuss the practical meaning of terms such as "Least Restrictive Environment" and "Free and Appropriate Education." The class will discuss the demographics of special education and the implications stemming from disproportionate numbers of poor and minority students. The online component will require students to look up special education legal requirements and provide an opportunity for students to hear from respected authors on curriculum content and instruction.

Classroom Observations: 1

## **EDU 105: Introduction to Second Language Development**

### **Multiple Subject, Education Specialist and Single Subject**

This course is designed to introduce candidates to key theoretical issues in first and second language acquisition, linguistic development, sheltered instruction (Specially Designed Academic Instruction in English, SDAIE), current research-based pedagogical practices, instructional models, assessment, state and federal legislation, and other related areas such as how individual, social, cultural, psychological, and political dimensions can impact English learners' (ELs) achievement in acquiring linguistic and academic proficiency. Candidates will be introduced to the alignment of standards, frameworks, locally adopted instructional materials, and assessments for planning instruction to meet the needs of ELs. Candidates will be prepared for the challenges and rigors of delivering meaningful and appropriate instruction to ELs through reading, reflection, writing, discussion, and field observation.

Classroom Observations: 1

## **MS 110: Introduction to Science and Methodology of Effective Literacy Instruction**

### **Multiple Subject and Education Specialist**

This course is designed to introduce candidates to the essential components of teaching reading, and the fundamentals of teaching writing and language in K-8 classrooms. Candidates will be introduced to the what, why, when, and how of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine seminal research on pedagogical principles and practices that have demonstrated efficacy across a broad spectrum of learner populations, including English learners. Candidates will practice direct teaching of these components with instructor feedback. Field experience will allow candidates to observe K-2 teachers of beginning reading whose instructional approaches and methods are consistent with the 2014 English Language Arts/English Language Development Framework as well as 3-5 and 6-8 classrooms, where texts of appropriate complexity are taught and read (CCSS 2010). Online study will provide candidates further opportunity to extend their knowledge, both theoretical and practice of teaching reading comprehension and to explore online assessment systems.

Classroom Observations: 1

## **MS 111: Preparation to Teach Mathematics Content**

### **Multiple Subject**

#### Course Description

This course is designed to introduce candidates to the essential components of teaching and engaging learning in Mathematics content instruction in K-8 classrooms. Candidates will be introduced to the what, why, when and how of rigorous learning in mathematics and compare those ideas to other subject areas. Participants will learn, compare, analyze and evaluate instructional practices and impact of classroom culture on student engagement for alignment with the California Common Core State Standards. Field experience will allow candidates to interact with K-8 teachers through observations and conversations to gain insight of various instructional approaches, classroom cultures, and student engagement methods. Online study will provide candidates further opportunity to identify and explore the California Mathematics Framework as a credible online resource.

Classroom Observations: 1

## **SS 110: Introduction to Literacy and Lesson Planning for the Diverse Secondary Classroom**

### **Single Subject**

This course is designed to introduce candidates to the essential components of teaching reading, and the fundamentals of teaching writing and language in grades 6-12 content specific classrooms. Candidates will examine literacy research on pedagogical principles that have demonstrated efficacy across a broad spectrum of learner populations, including English learners. In this course, candidates will also learn the components of effective lesson design, examine the role of formative assessment, and understand the significance of content area literacy skills. Using lesson design templates, candidates will develop and present a basic lesson plan in their content area.

Classroom Observations: 1

## **SS 111: Introduction to Assessment and Instruction for the Diverse Secondary Classroom Single Subject**

In this course, candidates will become familiar with the California Standards in mathematics and science, as well as the high-stakes assessments used for state and federal accountability. Candidates will learn the difference between formative and summative assessments and create an assessment matrix to be implemented in their classrooms of record. Candidates will be introduced to the next generation of standards and assessments as SMARTER Balanced assessments develop.

Classroom Observations: 1

## **SPED 103: Introduction to Classroom Management and Positive Environments Education Specialist**

This course is designed to introduce candidates to creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. Candidates will learn the importance of setting the tone through teacher actions and expectations and relationships with students and families. Candidates will develop a preliminary plan for the collaborative development of classroom rules. In addition, the role of procedures and routines in a well-managed classroom will be examined. The impact of lesson design on classroom management will be explored.

Classroom Observations: 1

## **SPED 111: Introduction to Assessment and Instruction for Special Educators Education Specialist**

Candidates are introduced to the cyclical process of assessing, curricular planning, teaching, and analyzing student work to guide instruction for both short-term and long-term instructional goals. The course will cover group and individual testing options; standardized and curriculum-based assessment; and pretesting and diagnostic assessment. Candidates will learn to use assessment data to inform instruction. There will be discussion concerning individual student motivators and the importance of building this into instructional planning. Candidates gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools appropriate for students with disabilities. The emphasis is on providing access to the core curricula and accommodating individual student learning needs that meet the Individualized Education Program (IEP) goals. Candidates will learn how to access the Special Education Information System (SEIS), which provides centralized online management and storage of IEPs and special education student records.

Classroom Observations: 1