**Multiple Subject Credential/Combined Masters Program Coursework**

**\*Possible Assignments (may differ)**

Semester One

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| **Course** | **Description** |
| EDEL 430 - Foundations | * Develop a Teaching Philosophy * Get to Know Students and Families * Inclusive and Responsive Instruction, Restorative Practice and Anti-racism, Social Justice Standards * Lesson plan/UDL/Assessment * Classroom Management * Special Education:Pre-referral & Perceptions of disability & Assistive Technology * Instructional Models and Strategies (direct instruction, concept attainment, inquiry) * Restorative Practice * Funds of Knowledge   Assignments:   * Teaching Philosophy * Lesson Plan & Class Profile * Exceptional Child Presentation * All Management Theorist & IRIS Module Expert Group Presentation * Management & Discipline Plan |
| EDEL 433 - Language Arts and Reading Instruction in the Public Schools | An overview of the principles of reading instruction, elements of the language arts program including emergent literacy, alphabet knowledge, phonemic awareness, phonics, fluency, literature based reading comprehension and the role of assessment in literacy. Discovering elements of a balanced literacy program that supports all learners. An understanding of MTSS. Beginning understanding of the California CCSS ELA/Literacy.  Assignments:   * Weekly Book Clubs - discover various books each week (multicultural books, books that promote anti-racism, books that celebrate diversity, Caldecott award winning books, Newbery award winning books, rhyming books, predictable pattern books, etc.) * Phonics Test - terminology and the phoneme/grapheme relationship * Phonemic Awareness and Phonics Assessment with a First Grader and Reflection * Literature Activities Strategies and Reflection - develop pre, during and post reading strategies to support comprehension of a novel/chapter book * Literacy Assessment Exploration and Reflection - observing and administering assessment during student teaching and reflecting on how assessment leads to appropriate instruction |
| EDEL 434 - Methods for Teaching English Learners | **Assignments**  Language Strategy Base Group: To promote a sense of community in our classroom and to support your ongoing learning, each of you will be assigned to a cooperative base group. These are long-term groups made up of individuals with different perspectives and aptitudes. Throughout the semester, you will meet in a language strategy base group. Each class session, you will meet with your base group during most class sessions, and the group will be responsible for ensuring that all members have opportunities to participate and grow during class activities. Additionally, if a member of the group is absent, the other group members will support that individual by letting them know what they missed and helping them get up to speed with class activities.  Emergent Bilingual Case Study:  Shadow Assessment and Reflection: You will be asked to observe a student designated as an English Learner and assess their interactions in a classroom setting and opportunities to talk. You will then create a plan of action on how to best support this student considering their strengths and areas of growth.   SOLOM Assessment and Reflection: You will observe and assess a student's oral language output. You will then create a plan of action on how to best support this student considering their strengths and areas of growth.   Integrated Language Development: Using information acquired from both shadow and SOLOM assessments, you will create an *integrated* language development lesson plan for your selected student during whole class instruction. You will incorporate various language scaffolds and supports to support language acquisition.  Designated Language Development: Using information acquired from both shadow and SOLOM assessments, you will create a designated language development lesson plan for your selected students to employ for small group instruction. |
| EDEL 435 - Methods for Teaching Math | Course Description: Instructional materials, learning styles, inquiry, concept learning, problem solving, various instructional strategies applied to teaching of mathematics.  Student Learning Goals and Related Objectives: This course will aid teacher candidates in mastering teaching strategies that foster children’s mathematical development. It will allow teacher candidates to plan, provide, and assess appropriate mathematics instruction and learning for diverse groups of children.  Through this course teacher candidates will…   * Develop approaches to mathematics planning and teaching that are consistent with your personal philosophy and with current research and standards on teaching and learning. * Demonstrate mastery of a variety of instructional and assessment strategies that address conceptual understanding, computational proficiency, and problem-solving ability. * Analyze current educational practices in terms of their potential for providing access to valuable knowledge for all including special education, second language learning, gifted and low achieving students. * Use technology to support the teaching and learning process. * Develop understanding of how background or past experiences affect teaching and learning mathematics.   Course Assignments and Descriptions:   * Mathematics in 24 hours - Teachers are affected, often dramatically, by the life experiences they accrue long before they enter a credential program.To fuel teacher candidates' continued development as a mathematics teacher and learner, they explore the role of mathematics in their life and reflect on where they are on the journey. * Asset Assessment - Instruction is driven by accurate and varied assessments of students’ progress in mathematics. This assessment focuses on students’ social emotional development, in particular the assets they bring to math class. In this assignment, teacher candidates learn to collect, analyze, and plan based on students’ assets. * Math Website or App Review - Teachers are responsible for using a full range of learning resources to meet student needs, and they must help students develop digital literacy. Teacher candidates find websites and/or apps that meet the mathematics needs of a P-12 student. The Teacher candidates analyze sites and/or apps given criteria for excellence in digital resources in mathematics learning. * ELD Case Study: Learning about Mathematics and Language - All students need focused support that fosters their mathematical development; English learners need teachers who can analyze the language demands of mathematical tasks and support students in developing the discourse of mathematics in the classroom community. Teacher candidates will study the mathematical development of one or more emergent bilingual students and suggest a course of action based on their understanding of the students’ language and mathematical needs. * Lesson Study - To teach mathematics successfully, teacher candidates must be able to plan and teach lessons that encourage mathematical discourse and rich problem solving. In groups, teacher candidates will plan a sixth-grade, standards-based problem-solving lesson, teach it, revise it, and teach it again. Finally, they will reflect on the process. |
| EDEL 450 - Methods for Teaching Visual and Performing Arts | This class focuses on learning the core content of the teaching of music, visual arts, theater arts, media arts and dance through hands-on activities, reading of the state content standards, and the California Framework for the Visual and Performing Arts |
| EDEL 438 - Fieldwork | One day per week in classroom.  Placement 1 - 9 weeks  Placement 2 - 6 weeks  Teacher candidate is active in coteaching based on mentor teacher’s lesson plans. Teacher candidate builds responsibility. |
| EDEL 439 - Student Teaching | Full time, every day/all day.  Placement 1 - 5 weeks  Placement 2 - 8 weeks  Teacher candidate is active in coteaching. Teacher candidate takes the lead in one content area per week and adds another each week. Teacher candidate is coplanning with mentor teacher, lesson planning, preparing materials, reflecting and assessing. Teacher candidate takes active interest in classroom, school and district opportunities. |
| TPA Cycle 1 - Math | 4 synchronous online sessions total  TCs are introduced to the TPA Cycle 1 assessment guide, templates, and requirements to submit and pass.   * Video requirements * Written requirements * How assessors score * Step 1: Plan * Step 2: Teach & Assess * Step 3: Reflect * Step 3: Apply   Additional topics covered:   * HOTs (higher-order thinking) * ELD standards & ELD goals * Math content standards * UDL   Assignments (“activities” since this is technically not a course and there is no grade attached):   * Session review quizzes * Timeline creation of cycle 1 steps aligned with their own calendar/schedule/execution * Engaging in Q&A with guest speakers (TCs who have passed cycle 1 share their videos, field questions, and offer advice on passing cycle 1) |
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| **Semester Two** |  |
| EDEL 429 - Integrated Curriculum and Instruction in the Elementary School (Reading and ELA) | Study of reading and ELA curriculum, integrating ELA with the content areas and the role of assessment and learning outcomes. Focus is on reading comprehension with informational and expository texts, vocabulary development, spelling as it relates to phonics, writing development and the writing process. A full view of ELA - reading, writing, listening and speaking. Exploring strategies to support all learners. A continuation of skills to support multilingual, multicultural classrooms. Further understanding of the California CCSS ELA/Literacy.  Assignments:   * Content Area Reading Strategies - use of reading comprehension strategies alongside textbook reading to build understanding of effective strategies for students * Vocabulary Instruction Module - build knowledge of supporting prior knowledge, vocabulary development and academic language * RICA Preparation Module - prepare for RICA exam by exploring domains * Writing Teacher Work - write each week to build the muscle of writing as a means to think towards supporting students with writing * Informational Book Creation - create an informational book that promotes learning, vocabulary development and the joy of discovering new information. Create your very own book! * 10 Best Ideas for Teaching English Language Arts or When the Principal Asks - reflect on the many effective strategies and activities to promote reading/ELA. Choose 10 that will be in your future classroom as they are so effective.   Assignments   * Read Aloud Inquiry Group Activities * Backwards Design Planning Group Activities Unit Outline Lesson Plan Informational Book Exampe |
| EDEL 436 - Methods for Teaching Science | Course Description: Instructional materials, learning styles, inquiry, concept learning, problem solving, various instructional strategies applied to teaching of science. Student Learning Goals and Related Objectives:.  Through this course teacher candidates will…   * Develop instructional skills required to encourage conceptual learning for all students (including students with special needs) and enhance students’ skills and attitudes in science. * Match learning and curriculum objectives and goals to appropriate models of teaching, student needs, and students’ cultural background. * Engage in decision-making about content, structure, and assessment in elementary science with awareness of language, culture, socioeconomic, and gender issues. * Become familiar with the Next Generation Science Standards for California Public Schools and professional opportunities and resources related to science education. * Use community resources and technology to enhance science learning. * Develop skills and instructional strategies to create developmentally appropriate science curriculum comprehensible to English learners and students with special needs.   Course Assignments and Descriptions:   * Science Learning Journal. Scientists throughout time have used journals to dream, wonder, record, and explore. This semester we formalize the work in our learning journals to explore their use in science teaching and learning with several journal spreads. * Knowledge Exploration. Being a great science teacher begins with a commitment to forever being a great science learner.· In this assignment, you will conduct research on an animal. Use texts and reputable internet sources.Write points that convey interesting information about your animal. You will address Disciplinary Core Ideas in the life science standards that cross spans of grade levels: body, behavior, habitat, interactions with humans, and a video clip of the animal in natural motion. You will create a graphic organizer that relates the seven NGSS Cross Cutting Concept to the animal. * Science in the World Family Links. Schools with strong family connections give families a voice in their children’s education and encourage a number of positive outcomes, like higher student achievement. This assignment helps you to build bridges for science learning for your student teaching placement. *And* it helps you learn about encouraging informal science learning in outdoor spaces. * Science Learning Partners. To provide you with repeated practice in leading inquiry-based, student-led science, choose a “learning partner” and engage weekly with your partner in science learning. Capture your learning about facilitating student-led science in a two-way journal. * Model Learning Cycle Lesson. Inductive instruction often presents an unfamiliar skill set to teachers, particularly because much classroom instruction is heavily deductive. For this reason, we need supported opportunities to design, implement, and reflect on inquiry-based instruction. For this assignment, you will individually design a science lesson that uses the learning cycle model- The Five E’s. |
| EDEL 511 - Survey of Educational Research | COURSE DESCRIPTION  This is a graduate level course and includes descriptive statistics and statistical inferences in educational research. Representative research papers. Principles of research design. Prepare papers using research findings. STUDENT LEARNING GOALS In line with the Department of Elementary and Bilingual Education’s goal of preparing educational leaders through a course of study that bases practice upon knowledge of current research, students in this course will:   1. Develop an understanding of the foundations of educational research. 2. Familiarize themselves with sources of research literature. 3. Acquire skills in interpreting and evaluating educational research. 4. Familiarize themselves with basic statistics and interpretive analytical methods. 5. Demonstrate writing proficiency (University Policy Statement Number 320.020). 6. Develop skill in using APA (7th edition) writing and editorial style.   Assignments/activities include:   * Social Justice Brainstorm & Discussion * Research Question Exploration * Online discussions and activities * Attendance of Library Session (with our Librarian Specialist Sara Parramore) * Search & collection of empirical research articles * Academic Journals (synthesis created from selected direct quotations) * Online discussions and activities * Textbook readings * Comprehension Checks * Key assignment: Completed written Literature Review |
| EDEL 512 - Level Two Technology Proficiencies for Teachers in K-8 Teachers | Theoretical basis and strategies for improving teaching K-8 students through use of multimedia and other technologies. |
| SPED 463 |  |
| **Semester Three** |  |
| EDEL 529 - Graduate Studies: Learning Theory for Classroom Use | EDEL 529 is a graduate level course that examines major learning theories, includes teacher as researcher to create a case study, and a review of relevant literature related to learning theories/case study.  Main topics:   * Intro to educational learning theories * Behavioral, cognitive, and experiential learning * Constructivism, situated learning, transformative learning * Cooperative learning, problem-based learning * Cultural learning * Literacy, language, bilingualism * Teacher academic research, critical issues * Social justice education, critical race theory |
| EDEL 536 - Curriculum Theory and Development | EDEL 536 is a graduate level course that focuses on an awareness of curriculum concepts, theory, and application; and understanding of implementation of educational curriculum, history of curriculum/educational philosophies; barriers/issues related to curriculum development/implementation; how technology can enhance curriculum implementation  **Main topics:**   * Curriculum introduction * Philosophical foundations of curriculum * Historical foundations of curriculum * Psychological foundations of curriculum * Social foundations of curriculum * Curriculum design * Curriculum development * Curriculum implementation * Curriculum evaluation * International curriculum and education |
| EDEL 552 - Family, Community, and Professional Development | EDEL 552 focuses on a reflection of own assumptions, biases, privilege, positionality in society; examine curricular and pedagogical value of family asses and community; analyze, create, implement, anti-bias curriculum; analyze, critique, apply knowledge of theoretical/historical research, relevant theories and pedagogies related to asset-based, equity-and justice-oriented teaching, learning, partnerships in education.  Main topics:   * Purpose of ed partnerships * History of educational partnerships and policies * Meeting the needs of all students, nutrition/physical education/children’s well being * The make-up of families today, culturally relevant strategies to enhance partnerships * Schools and Community working together/respecting diversity * Building family-school partnerships * Partnering with community organizations and resources * Barriers to partnerships * Seeking and sustaining partnerships * Planning for partnerships |
| **Semester Four** |  |
| EDEL 437 - Methods for Teaching Social Studies | EDEL 437 is a course with an emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, and direct instruction applied to teaching of social studies.  Weekly Topics:   * What is Social Studies * Designing Curriculum * Building Content Knowledge and Using Primary Resource * Culturally Responsive Teaching and Curating Inclusive Resources * Meeting the needs of ALL learners (includes multimodal learning, access and equity, depth and complexity) * Assessing for Depth of Knowledge * Bringing it All Together/Taking it to the Field and to Your Practice   Assignments:   * Reading Reflections - For assigned readings to be completed before our class meetings, you will complete a discussion post summarizing the main idea(s) learned from the readings * 10 Themes of Social Studies Google Slides - In groups of 3-4, read and interpret one of the 10 themes assigned to you. Create one google slide per group that shows the meaning of the theme in images. * Personal Artifacts - This activity allows candidates the opportunity to examine and discuss their personal history and how one’s own beliefs, attitudes, and expectations about students and families are shaped. Candidates think about and bridge historical events with their personal history. Candidates consider other perspectives during class sharing sessions. * Current Event - Choose a news event article, consider the reliability and validity of the news source you are using. Create a two-page journal spread that shows your analysis, synthesis, and personal connections to the event. * Small Group Integrated Unit Plan - For this assignment, you will be working with a grade level group to create a social studies unit. Grade level standards are used to model spiral curriculum. Within this unit, and using the given grade level standard, you will: * Identify the Big Idea (Generalization) * Write essential questions * Draft learning outcomes * Research essential concepts and facts * Write an individual summary of scholarly knowledge based upon the sub-standards of your grade. (approx. 2-3 pages) * Design one group concept map based upon the grade level standards and your content knowledge. * Gather resources and develop one group resource list. * Create two group assessments. |
| EDEL 530 - Graduate Studies in Elementary Education - Second Languages | Significant research, curriculum developments and materials, and criteria for planning and improving second language programs, including those for English as a second language. |
| EDEL 594 - Culminating Project | COURSE DESCRIPTION  The preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results.  STUDENT LEARNING GOALS AND RELATED OBJECTIVES  In line with the Department of Elementary and Bilingual Education’s goal of preparing educational leaders through a course of study that bases practice upon knowledge of current research, students in this course will:  1. Develop an in-depth understanding of an aspect of education as evidenced by writing a comprehensive review of related literature.  2. Construct new knowledge by designing and conducting a research study or designing a project (e.g., curriculum, handbook, professional development) that builds on existing theories and scholarship on the topic of focus.  3. Engage in professional leadership by disseminating their expertise with the educational community.  Students may choose from several options in developing their project. Examples include original research, analysis of theory, or an extended review of the literature in the form of a monograph. Applied projects such as an original curriculum work, a handbook, or a training manual are common project formats. These materials may be presented in electronic formats.  Students are expected to:  1. Submit and present drafts of each chapter (1-5) in a timely fashion throughout the semester.  2. Contribute to the work of others by providing careful and attentive feedback during designated class assignments and activities.  3. Participate in discussion forums and other virtual contexts.  4. Present work at the semester’s end in a 10- to 15-minute formal presentation.  5. Submit the complete project, including signed approval page, in PDF and Word formats to the instructor by the date on the course schedule. The Department may make a copy of your project available to other students. |
| EDEL 438 - Fieldwork | One day per week in classroom.  Placement 1 - 9 weeks  Placement 2 - 6 weeks  Teacher candidate is active in coteaching based on mentor teacher’s lesson plans. Teacher candidate builds responsibility. |
| EDEL 439 - Student Teaching | Full time, every day/all day.  Placement 1 - 5 weeks  Placement 2 - 8 weeks  Teacher candidate is active in coteaching. Teacher candidate takes the lead in one content area per week and adds another each week. Teacher candidate is coplanning with mentor teacher, lesson planning, preparing materials, reflecting and assessing. Teacher candidate takes active interest in classroom, school and district opportunities. |
| EDEL 453b - TPA Support  TPA Cycle 2 - ELA | COURSE DESCRIPTION EDEL 453 Teaching Performance Assessment Seminar. Preparation for completion of the California Teaching Performance Assessment (CalTPA) Cycle Cycle 2 which is required for a Preliminary Multiple Subject Teaching Credential. A grade of B (3.0) or better is required to receive credit. May be repeated for a maximum of 2 units. Credit/No Credit only. (1 unit) STUDENT LEARNING GOALS AND RELATED OBJECTIVES Through completion of the activities/assignments and by submitting/passing the CalTPA Cycle 1 & Cycle 2, teacher candidates will demonstrate they can:   * Plan content-specific lesson(s) that occur over multiple days and support academic and language development needs of their students, including students’ use of educational technology. (TPEs 1, 2, 3, 4) * Implement planned instruction and assessment activities and provide rationales to explain their choices. (TPEs 3, 5) * Analyze informal assessments including student self-assessments. (TPE 5) * Analyze formal assessments, which may include product, process, or performance, using a rubric or scoring criteria. (TPE 5) * Reflect upon assessment results to inform their teaching. (TPE 5) * Plan follow-up instruction, which may include re-teaching or extension. (TPE 1, 4)   ASSIGNMENTS/ACTIVITIES:   * Timeline creation * Creating a formal assessment rubric * Analyzing Steps 1-4 and creating a one pager for the given/assigned step and presenting the one pager * Identifying main points of grading rubrics (how assessors grade their submission) * Analyzing the difference between scoring a 3 and 4 in rubrics and creating a skit to represent the rubric and level chosen by group * Completing check-in quizzes at each step * Completing quizzes for review sessions * Completing student self-assessment in order to check work before submission |