

## Multiple Subject Intern Program

### **EDU 202: Maintaining an Effective Environment**

This course will build on the foundations developed in Preservice course MS 103, Classroom Management. Candidates will review the three characteristics of effective teachers and expand their understanding through reflection and application to their current context. This course continues the emphasis on building positive relationships with students and their families. Candidates will have an opportunity to review classroom rules and procedures and refine their instructional practice based on reflection. Candidates will deepen their understanding of the critical role of effective lesson design as a key feature of effective classroom management. In addition, participants will complete a Substitute Binder with an articulated classroom management plan.

### **EDU 203: Teaching All Learners**

This course is designed to build upon and deepen candidates' understanding of the information introduced in MS 102: Foundations for Teaching and Learning in California. Candidates will review the types of diversity encountered in California classrooms including, but not limited to, racial, linguistic, cultural, socio-economic, developmental level, achievement level, gender and sexual orientation. Candidates will continue their investigation of developmentally appropriate practice and consider how it aligns with and supports rigorous academic standards and high expectations for all students. Candidates will gain deeper understanding of the legal and ethical issues related to equity, access, and personal and institutional bias. Candidates will also examine the concept of culturally and linguistically responsive instruction and consider strategies for ensuring that our diverse student population is prepared to meet challenging standards. Issues related to gender, gender equity, and sexual orientation will also be examined. Candidates will deepen their understanding of how social-emotional development, the teacher's belief in each student's capacity to achieve, and commitment to universal access impact learning outcomes for all students. Candidates will identify strategies for initiating and maintaining strong mutual lines of communication with colleagues and with families to ensure that critical information related to students' needs and progress are shared.

### **EDU 204: Instructional Support for Students with Disabilities**

This course is designed to develop candidates' ability to provide appropriate instruction to students who learn differently – especially those who have disabilities or students who are gifted. The class focuses on curriculum accommodations and modifications of various types. Students will learn the principles of differentiating instruction and preteaching. The class will also focus on the importance of structure, routine, predictability, clear expectations and

behavior management in the classroom. The class will introduce candidates to instructional strategies such as checklists, social stories, visual schedules, graphic organizers, and mapping to promote writing. The class will also discuss issues surrounding co-teaching and using instructional assistants. The “Grid of Nine” curriculum adaptations will be emphasized. The class will discuss concepts of reciprocal teaching, direct teaching, guided practice, and checking for understanding. Lastly, the class will discuss the potential for a system of tiered interventions (RtI) to serve many students at a given school whether or not they are formally identified as exceptional learners.

### **EDU 205: Specialized INstruction in the Linguistically Diverse Classroom**

This course is designed to further candidates’ knowledge and understanding of the foundations of first and second language acquisition, as well as develop and enhance their knowledge of linguistic development in planning and delivering English Language Development (ELD) and sheltered instruction (Specially Designed Academic Instruction in English, SDAIE), utilize current research-based practices, and implement the SIOP model. Candidates will develop lessons and deliver instruction that is standards-aligned and appropriately leveled to meet the needs of English learners while taking into consideration students’ culture, level of acculturation, and prior schooling experiences. Candidates will be prepared to create, manage, and organize a culturally relevant classroom environment that is conducive for meaningful and appropriate instruction. Candidates will develop the skills needed to create, implement, and collaborate on support at a school and district to meet the state and federal requirements as well as the legal and ethical obligations for English learners.

### **EDU 206: Creating Supportive, Healthy Environments**

This course provides an overview focused on establishing and maintaining healthy environments for student development and learning. Candidates will be introduced to school and community resources that will enable them to make informed decisions and recommendations regarding student health across environments.

### **EDU 207: Technology in the Classroom**

This course is designed to introduce candidates to the use of technology and its impact on teaching and learning. Candidates will explore a wide variety of computer-based and mobile technology for both professional and instructional use. This course provides a practical, hands-on look at the possibilities and potentials of computer technology for education. Coursework will be delivered using a combination of face-to-face and online sessions. Instruction is centered on the learner and on what is required of educators in today's technologically rich learning environment. Coursework is project-oriented, utilizing innovative electronic portfolios focusing on reflective learning practices.

### **MS 210: The Science and Methodology of Effective Literacy Instruction**

This course is designed to deepen and refine candidates' knowledge and practice of research-based instruction of the essential components of reading, writing, and language in K-8 classrooms. Candidates will read, discuss, and apply to their current teaching assignments effective strategies for teaching phonemic awareness, phonics, fluency, vocabulary, comprehension, language and writing. Candidates will create lesson plans for these components, identify Common Core State Standards addressed, will include targeted support for English learners and students with special needs. Candidates will plan assessments (formal and formative) for the components of reading as well as writing and will consider how the data informs next instructional steps, making appropriate modifications for English learners and special education students. Online coursework will provide candidates with opportunities to view in-class master teachers as well as experts, record observed strategies and student responses, and apply strategies in their current teaching assignments.

### **MS 211: Teaching Mathematics**

This course is designed to deepen and refine candidates' knowledge and practice of research-based instruction of the essential components for balanced CCSS Mathematics K-8 classrooms. Candidates will read, discuss, and apply to their current teaching assignments effective strategies for planning, designing instruction, and assessing the CCSS mathematics content and Practice Standards through a balanced approach (rigorous, focused, and coherent). Candidates will examine, utilize, and practice planning, teaching, and learning with CCSS-aligned curriculum and adopted programs. Candidates will create lesson plans for these components and will include targeted support for English learners and students with special needs. Candidates will create, plan, and utilize formal and informal assessments. Using the formative assessment cycle, candidates will consider how the data informs next instructional steps, making appropriate adjustments for English learners, special education students, and accelerated learners. Activities and coursework will provide candidates with opportunities to view in-class master teachers as well as experts, record observed strategies and student responses, and apply strategies in their current teaching assignments. Candidates will further their pedagogical knowledge and skills through online learning opportunities that include examining the progressions of mathematics and student-targeted interventions and utilizing technology resources during classroom instruction.

### **MS 212: Teaching Science**

This course is designed to introduce candidates to the essential components of teaching science in K-8 classrooms. Candidates will be introduced to the newly adopted Next Generation Science Standards (NGSS) and examine how the new standards will affect science instruction in self-contained classrooms. Candidates will analyze seminal research regarding how students best learn grade-appropriate science, and how the four disciplines of science increase in complexity from kindergarten through grade eight. Candidates will engage in a multi-disciplinary approach to science by incorporating Reading-Language Arts and Math into a sample unit. Online study will provide candidates further opportunity to learn science curriculum, safety, and assessment

opportunities they can bring into the classroom to increase student success as schools transition to new state-adopted curriculum and assessments.

### **MS 213: Teaching History/Social Science**

This course is designed to introduce candidates to the essential components of subject-specific content instruction in History/Social Science for K-8 classrooms. Candidates will be introduced to the K-8 California History/Social Science Content Standards. Candidates will also review the Common Core State Standards (CCSS) for ELA in grades K-5, and the ELA Literacy Standards for 6-8 and examine the connection between these recently adopted standards, with the continued use of the California History/Social Science Content Standards. The course will emphasize pedagogical principles and practices, with emphasis on the use of basic analytical thinking skills appropriate for History/Social Science content. Online study will provide candidates further opportunity to develop content-specific lessons to support the instruction of K-8 History/Social Science. Additionally, online study will allow students the opportunity to explore a number of significant history websites that effectively support History/Social Science instruction and learning and are maintained and supported by national history organizations.

### **MS 214: Teaching PE, Health, and VAPA**

This course is designed to introduce candidates to the essential components of teaching Physical Education/Health as well as Visual and Performing Arts (VAPA), and the fundamentals of teaching PE/Health/VAPA in K-8 classrooms. Candidates will actively participate, practice teaching, and observe, as well as provide feedback to peers. Candidates will examine seminal research on pedagogical principles and practices that have demonstrated efficacy across a broad spectrum of learner populations. Candidates will practice direct teaching of these components with instructor feedback. Online study will provide candidates further opportunity to extend their theoretical knowledge and practice of teaching physical education, health education, and visual and performing arts, as well as to explore online assessment systems.

### **MS 215: Data Driven Instruction**

This course is designed to introduce candidates to the concept of data-driven instruction and its critical role in supporting continuous improvement. Candidates will be introduced to/review the types of assessment (entry-level, formative/progress monitoring, and summative) and will examine the types of assessment data available to them as they plan, deliver, and reflect on instruction. As a result of this course, candidates will understand that effective teachers use a variety of assessments and instructional tasks to gather data/evidence about student performance, they thoughtfully and intentionally reflect on the data as they modify and/or differentiate instruction to meet the assessed needs of all students, and they provide appropriate feedback to students and families. Candidates will also consider strategies for translating classroom assessment data into grades and the importance of collegial collaboration as they work to use data from multiple sources. to guide instructional decisions.

### **MS 216: Academic Language and RICA Preparation**

This course is designed to prepare candidates for teaching academic language in all content areas, K-8, focusing in particular on the needs of English learners. In addition, this course is designed to prepare candidates to successfully pass the Reading Instruction Competency Assessment (RICA) through group and individual study, test practice with instructor and colleague feedback, and discussions.

### **EDU 221/222/223/224: Support and Supervision**

This course is designed to provide a developmental sequence of carefully planned, substantive supervised field experiences. Candidates will learn, plan, and practice multiple strategies for managing and delivering instruction. Program directors, field coaches, site mentors and site administrators will support candidates and document candidate competencies toward meeting the Teaching Performance Expectations (TPEs). This course includes monthly coach visits designed to provide customized support throughout the Intern Program.