
PRESERVICE – MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL

EDU 101: Preservice Overview

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: Foundations for Teaching and Learning

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.

EDU 104: Introduction to Teach Special Populations

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.

EDU 105: Introduction to Teach English Learners

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.

MS 110: Foundations for Teaching Reading, Writing and Language

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.

SPED 110: Introduction to Typical/Atypical Development

Education Specialist

This course provides an overview of the principles of human growth and development from prenatal through adolescence and explores the effects of atypical development on learning. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and social influence. Theoretical views, as well as stages of typical development are examined in the motor, social, cognitive, and language domains. Candidates will learn to recognize indicators and adjust expectations based on disability factors that include prematurity, exposure to trauma, chronic illness, and environmental influences. The value of early intervention will be examined in light of atypical development. This course will cover how atypical development relates to the Individuals with Disabilities Education Act (IDEA) and how identified disabilities can range from mild to severe. Candidates will use knowledge about typical development to help determine interventions that are appropriate to student's chronological age and development. Candidates will gain knowledge that will help in providing families with information regarding typical development expectations, as well as the impact of disabilities on developmental progress in the school environment.

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.