

Single 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 Lingus

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. This course focuses on the resources—site, district, county and state—available to teachers to help them understand the challenges students face in schools as well as the responsibilities teachers have in dealing with these challenges. Candidates will examine resources related to depression, anxiety, alcohol, drugs and tobacco, families under stress, LGBT (lesbian, gay, bisexual, and transgender) students, common communicable diseases, nutrition, and bullying. Candidates will have an opportunity to work individually, online and in groups to develop an understanding of the resources available to teachers to help with these issues.

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.

SS 210: Literacy in the Disciplines

This course is designed to introduce interns to the teaching of literacy in every discipline. In this course, interns will learn how to intentionally incorporate literacy into their instruction via reading, writing, speaking and listening. Interns will learn the importance of considering and including these aspects with each learning situation: challenge, self-efficacy, learning intentions and success criteria. Interns will understand the importance of using the right approach at the right time to more intentionally design classroom literacy experiences that hit the surface, deep, and transfer phases of learning. Interns will have the opportunity for guided practice as they implement the components of this course into their current instructional planning.

SS 211/212: Teaching Science and Mathematics

The goal of the course is to help candidates investigate and explore current issues in science education as well as learn to plan and implement science instruction aligned with the state-adopted K-12 academic content standards for students in Science (Grades 7-12). The course will focus on the role of the teacher, but always with reference to the ways in which teachers interact with students to create positive classroom environments that foster inquiry and promote meaningful learning. This course provides the opportunity for the candidate to learn specific strategies that provide effective mathematics instruction. Coursework and fieldwork focus on the implementation of these strategies in effective lesson planning and delivery in relationship to the state-adopted academic content standards, frameworks, and instructional materials. The candidate will have an opportunity to engage in real-life mathematics problems and learn how to provide a safe environment for students to take intellectual risks and persevere in problem solving. The course also provides the candidate the opportunity to examine and develop various assessment systems.

SS 213: History of Education

Candidates will learn the historical foundations of the American education system, the major education philosophers and the influence on contemporary schools, the role of European influences on American public schools, historic and contemporary challenges in dealing with poverty, race, ethnicity and gender, and how legal precedents continually shape contemporary classroom practice.

SS 214: Formative Assessment and Standards-Based Grading

Candidates will focus on creating formative assessments in their classes and grading systems for their classrooms. Candidates will learn the structural components of formative assessments, design formative assessments for implementation in their classrooms, and examine how performance on these formative assessments leads to grades. Candidates will also refine their grading systems based on the context of their schools and assignments in order to create a system that reflects student learning.

SS 215: Adolescent Development

This class will build on the course 102 and provide candidates with additional information on developmental needs of adolescent learners as well as general learning theory and cultural proficiency aspects. Candidates will learn aspects of information processing complex cognitive processes, social constructivist approaches, and the role of high expectations, motivation, and addressing student achievement problems. Candidates will further their understanding of culturally proficient practices in this class.

SS 221: 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.