

## Course of Study (Curriculum and Field Experience)

### Structure of Coursework and Field Experiences

<b>Term</b>	<b>Student Teaching Pathway</b>	<b>Standard Intern Pathway</b>
<b>1</b>	<a href="#">EDU62030 - Professional Learning and Practice</a> (3 units)	<a href="#">EDU62030 - Professional Learning and Practice</a> (3 units)
	<a href="#">EDU62040B - Special Educational Foundations: The Learner and the Learning Environment</a> (3 units)	<a href="#">EDU62040B - Special Educational Foundations: The Learner and the Learning Environment</a> (3 units)
<b>2</b>	<a href="#">TEL71710 - Educational Technology</a> (3 units)	<a href="#">TEL71710 - Educational Technology</a> (3 units)
	<a href="#">EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods</a> (3 units)	<a href="#">EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods</a> (3 units)
	<a href="#">EDU62360 - Clinical Practice I: Planning</a> (1.5 units) #1: Early Field Experience: 50hrs (gen)/50 sped	<a href="#">EDU62460 - Clinical Practice I: Planning</a> (1.5 units) #1: Early Field Experience: 198 total hrs: 100hrs (sped) 50hrs (gen), 36hrs of Intern Support & 12hrs of ELL *full hands-on immersed & solo (Mild/moderate TPEs 1-3) & Guided Observations
<b>3</b>	<a href="#">EDU62120A - Content Knowledge &amp; Instructional Practice II: Literacy Pedagogy</a> (3 units)	<a href="#">EDU62120A - Content Knowledge &amp; Instructional Practice II: Literacy Pedagogy</a> (3 units)
	<a href="#">EDU62370 - Clinical Practice II: Teaching and Learning</a> (1.5 units) #2: Early Field Experience: 50hrs (gen)/50 sped	<a href="#">EDU62470 - Clinical Practice II: Teaching and Learning</a> (1.5 units) #2: Early Field Experience: 198 total hrs: 100hrs (sped) 50hrs (gen), 36hrs of Intern Support & 12hrs of ELL *full hands-on immersed & solo (Mild/moderate TPEs 4-6) & Guided Observations
<b>4</b>	<a href="#">EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners</a> (3 units)	<a href="#">EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners</a> (3 units)

**Course of Study (Curriculum and Field Experience)**

	<p><a href="#">EDU62380 - Clinical Practice III: Assessment</a> (1.5 units)</p> <p>#3: Field Experience: co-teach/plan 240 sped</p> <p>*hands-on immersed &amp; solo (Mild/moderate TPEs 1-6)</p>	<p><a href="#">EDU62480 - Clinical Practice III: Assessment</a> (1.5 units)</p> <p>#3 Field Experience: 198 total hrs: 150hrs (sped), 36hrs of Intern Support &amp; 12hrs of ELL</p> <p>*full hands-on immersed &amp; solo (Mild/moderate TPEs 1-6) &amp; Guided Observations</p>
5	<p><a href="#">EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning</a> (3 units)</p>	<p><a href="#">EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning</a> (3 units)</p>
	<p><a href="#">EDU68880B - Clinical Practice IV: Reflection and Professional Responsibility</a> (1.5 units)</p> <p>#4: Field Experience: co-teach/plan &amp; Inclusive instruction 240 sped</p> <p>*full hands-on immersed &amp; solo (Mild/moderate TPEs 1-6)</p>	<p><a href="#">EDU68900B - Clinical Practice IV: Reflection and Professional Responsibility</a> (1.5 units)</p> <p>#4: Field Experience: 198 total hrs.: 150hrs (sped), 36hrs of Intern Support &amp; 12hrs of ELL</p> <p>*full hands-on immersed &amp; solo (Mild/moderate TPEs 1-6) &amp; Guided Observations</p>

## Course of Study (Curriculum and Field Experience)

### Curriculum Plan – Educational Specialist -Standard Intern

8-Week Calendar- Revised 2/9/2021

Credit Hours: 27

#### EDU62030 – Professional Learning and Practice

(3 units)

This course provides candidates with the foundational tools and knowledge necessary to successfully obtain their teacher certification by the completion of their enrolled program. Requirements of teacher certification for candidate's state and the teacher education program standards will be explored so candidates will become deeply familiar with the requirements and will be able to establish a solid foundation as they begin their teaching career. Candidates will review program expectations, codes of conduct, academic performance expectations, and various technology tools. Candidates are introduced to the Universal Teacher Performance Expectations (TPEs), in addition to being introduced to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all learners.

#### EDU62040B – Special Educational Foundations: The Learner and the Learning Environment

(3 units)

This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on special education today. Candidates will examine the protections and rights afforded to elementary and secondary students under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, specifically the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs). The course will also explore legal legislative history and the history of disability and special education in the U.S. Candidates will be introduced to the Mild Moderate Teacher Performance Expectations (TPEs), and supports at the local, state, and national level.

#### TEL71710 – Educational Technology

(3 units)

This course promotes accessibility and meaningful engagement for all learners by covering the use of using technology, social media, designing, and the incorporation of media-rich materials into lessons. Teacher candidates use appropriate educational technologies along with 21<sup>st</sup> Century Approaches to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Candidates will establish learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

## Course of Study (Curriculum and Field Experience)

### EDU62350 - Content Knowledge & Instructional Practice: Elementary Methods

(3 units)

The purpose of this course is to provide teacher candidates enrolled in the multiple subject pathway and educational specialist pathway with the methodologies and tools to plan and provide instruction and assessments based on data analysis across multiple subjects. You will develop an understanding of your state mandated professional teaching standards, your content standards and how to work with diverse populations. Emphasis will be placed on strategies for integrating STEM, writing across the curriculum, and co-teaching models to support an inclusive educational environment.

### EDU62460 - Clinical Practice I: Planning

(1.5 units)

This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. You will identify how lessons are designed and reflect how your state's professional teaching standards are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles and will use the evidence from your coursework to develop lesson plans by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding. Candidates will focus on planning while implementing the Universal Teaching Performance Expectations (TPEs) 1-3.

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### EDU62120A – Content Knowledge and Instructional Practice II: Literacy Pedagogy

(3 units)

Academic content in English Language Arts, which is critical to learner development and content acquisition across various subjects, is presented in this course. This research-based methodology course addresses Reading and Language Arts in cross-culturally and linguistically diverse classrooms. This course will provide the foundation for effectively integrating literacy instruction across the curriculum. Candidates will examine the reading process from phonemic awareness to reading comprehension and learn how to effectively implement research-based strategies in the classroom and in lesson planning. Candidates will also learn about common types of reading problems for students and research-supported methods for overcoming those problems. Technology tools available to enhance, reinforce, and supplement instruction will be explored and candidates will have the opportunity to implement reading assessments and interpret the results within various content areas.

## Course of Study (Curriculum and Field Experience)

### EDU62470 - Clinical Practice II: Teaching and Learning

(1.5 units)

This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how your state's professional teaching standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications and give students the opportunity to develop their skills to deepen content understanding. Candidates will focus on teaching and learning while implementing the Universal Teaching Performance Expectations (TPEs) 4-6.

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### EDU62630 – Content Knowledge and Instructional Practice III: Teaching English Language Learners

(3 units)

This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs as well as all core content areas are examined in the context of state and federal legislative mandates pertaining to the education and access of English Language Learners. You will understand the instructional needs of ELs and learn about effective use of materials, methods, and strategies for assessing a student's English proficiency level and use this knowledge to provide targeted instruction that leads to supporting access to grade-level English listening, speaking, reading, and writing skills. You will learn the difference between Designated and Integrated ELD and incorporating Language Standards into cross-content curricular areas. Your state's most current English Language Development Standards will become the central point for lesson planning for your EL students.

This is an applied practice course, meaning you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners while also sharing experiential knowledge with your colleagues. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

## Course of Study (Curriculum and Field Experience)

### EDU62480 - Clinical Practice III: Assessment

(1.5 units)

This course provides practical experience with the implementation and analysis of formative assessments and summative evaluations to monitor and adjust student learning. You will learn how to establish measurable objectives, create assessments, and develop learning tasks and materials based on pre-assessment strategies, knowledge of students, and effective application of backwards design principles. How to provide timely feedback to students based on their performance in meeting or not meeting the measurable objectives will be examined. Through a whole class analysis of summative evaluation, you will identify trends to offer appropriate supports and modified instruction to meet the needs of your students. Candidates will focus on teaching and learning while implementing the Mild Moderate Teaching Performance Expectations (TPEs) 1-6.

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### EDU62050 – Content Knowledge and Instructional Practice IV: Differentiated Instruction

(3 units)

This course will provide you with the knowledge and tools to successfully implement Differentiated Instruction as a teaching strategy in your future classrooms. You will explore what differentiated instruction looks like, how to create a learning environment that focuses on student readiness and instruction that responds to student variances. You will learn how to determine student learning gaps through a task analysis of state standards that will pinpoint prerequisite skills. Through this process you will also create ongoing formative assessments that will move students towards mastery of those skills. By the end of the course you will understand the importance of student readiness, identify student interests and student learning styles as well as when it is appropriate to differentiate instruction. You will be able to implement a variety of instructional strategies that will differentiate student learning through the content, the process, the product and/or the classroom environment.

### EDU68900B- Clinical Practice IV: Reflection and Professional Responsibility

(1.5 units)

This course provides candidates with opportunities to deepen their knowledge about Special Education Law, individualized and structured education and instruction plans, parent and team communication, Inclusion and co-planning and co-teaching as well as learning about gifted learners. Candidates will use reflective practice through the lesson design process - planning, instruction, and assessment - using the stages of backwards design to create lesson plans for this course. Candidates will define the desired results to create measurable learning objectives

## **Course of Study (Curriculum and Field Experience)**

using SMART goals, design and analyze assessments to construct the lesson plans to support student learning. Throughout this course, candidates will identify or develop artifacts to include in their Individual Development Plan (IDP) Portfolio to show case achievements through the Clinical Practice experience.

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### **Curriculum Plan – Student Teachers with a Masters**

8-Week Calendar- Revised 2/9/2021

Credit Hours: 30

#### **TCH 76220 Critical Thinking**

3 units

In this course you will learn how to effectively integrate critical thinking into your teaching and reflective practice as a professional educator. You will effectively examine assumptions and variables to enhance your approach to teaching, classroom management, and curriculum development.

#### **TCH 76860 Introduction to Research for Teachers**

3 units

This course is an introduction to research methodologies and their application to school data-driven environments. The course is designed to increase student comprehension and application of educational research literature. Students will identify a problem in education, develop a research question and write a proposal for research study using action research methods that is suitable for completing the capstone project for the Master of Arts degree.

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### Curriculum Plan – Student Teachers

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#### EDU62030 – Professional Learning and Practice

(3 units)

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(3 units)

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(1.5 units)

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