Branch: Credential
Course Number and Name: EDTE 366A Single Subject Seminar A
1. Completed Course Proposal Form (Form A) (attached)
2. Instructional Activities: See below
3. Required/recommended course readings and activities (see below)

Course Outline

EDTE 366A: Single Subject Seminar A

First part of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the school and classroom as locations for student engagement and learning. Special emphasis will be on English Language Development and Special Needs student. Course assignments and activities are integrated with other core courses.

Expected Outcomes

1) Design a lesson plan at an introductory level and revise the lesson taken into consideration the gradual release of responsibility model, Universal Design for Learning, and differentiated instruction.
2) Apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities with emphasis on the effects of family involvement on teaching, learning, academic achievement, and effective communication with all families (Standard 10 and 13)
3) Demonstrate their ability to develop a positive and democratic classroom environment that is inclusive of all students (Standards 5, 10)
4) Demonstrate strategies for building a sense of community in the diverse secondary classroom. (Standard 5)
5) Analyze best practices and research findings on the use of technology and designs lessons accordingly (Standard 9)
6) Examine and practice structured protocols for the examination of student work and for looping back to planning in light of these examinations (Standards 11, 13, 14)
7) Use assessment data collected during the cycle of teaching as a foundation for improving their teaching and their students’ learning (Standards 6, 15, 16, 17, 18)
8) Provide evidence of applying systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners (Standard 13)
9) Develop a framework for reflection that reflect the cycle of teaching, instructional design, classroom environment, student accessibility to curriculum, student/teacher relationships, community relationships, and TPEs.

Assessments

- Portfolios
- Conferences with students
- Written reports of structured observations
Sample Course Activities

1. Candidates will present a five minute lesson (micro-teaching) in front of their peers. Based on feedback, candidates will later make revisions to lesson in accordance to lesson plan components.

2. Candidates will maintain a reflective journal/notebook related to guide field observation prompts

3. Candidates will develop a lesson plan that address all of the components of the gradual release model of responsibility, universal design for learning, differentiated instruction (within subject area groups)

4. Candidates will collect and analyze student work to reflect on the cycle of teaching and future planning

Required/Recommended Readings:

Examples include:


