Branch: Credential
Course Number and Name: EDTE 366B: Single Subject Seminar B
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 366B: Single Subject Seminar B

This course is the second part of 2-part sequence that provides structured opportunities for student teachers to discuss, analyze, reflect upon data gathered from field placements and to support completion of PACT teaching event. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to productive environments in school and classrooms as locations for student engagement and learning. Special emphasis will be on English Language Development and Special Needs students. Course assignments and activities are integrated with other core courses.

Expected Outcomes

By the end of the course, the students will be able to:
1) 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)
2) Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data, including data about students’ linguistic backgrounds, as a means for understanding and enhancing each learner’s academic, social, and physical context (Standards 5, 12, 13)
3) 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)
4) Provide evidence of applying systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners (Standard 13)
5) Complete, with assistance and guidance, tasks for the PACT teaching event (Standards 1, 6, 15, 16, 17, 18)
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) Extend their ability to develop an equitable and positive classroom environment in order to maintain clear expectations for academic and social behavior (Standards 5, 10)
8) Consider the content to be taught and select appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. (Standard 9)
9) Analyze best practices and research findings on the use of technology and designs lessons accordingly. (Standard 9)
10) Develop a job search and professional development plan with required elements

Assessments

1) Written assessments, reflections and future revisions on own teaching
2) Professional portfolio with linkage to the TPEs
3) Individual consultation regarding teaching event tasks
4) Analysis of case study scenarios
5) Attendance and participation

Sample Course Activities

Instructional activities include discussions, lectures, fieldwork, and individual and group presentations. In addition students will be required to:
• Analyze and evaluate sample PACT tasks using the PACT rubrics
• After mid-term student teaching evaluation, reflect on student teaching with respect to evaluation form to identify areas for improvement
• Review and revise strategies for creating a positive classroom environment based on additional classroom experience, in-class discussions, and extended readings
• Maintain a student teaching binder with daily/weekly lesson plans; copies of observations; written journal reflections.
• Toward end of semester, develop a professional development plan based on self-evaluation of areas for improvement as well as longer-term plans for additional schooling or developing areas of expertise.

Required/Recommended Readings:

Examples include:

