

# EDTE 270B: CONTINUED ADVANCED TEACHING SKILLS THROUGH TEACHER INDUCTION FOR BEGINNING TEACHERS - YEAR 1

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## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Sat, 01 Feb 2020 02:43:03 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 21 Feb 2020 22:57:37 GMT  
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Fri, 21 Feb 2020 23:01:07 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Tue, 14 Jan 2020 21:19:02 GMT

**Viewing: EDTE 270B : Continued Advanced Teaching Skills through Teacher Induction for Beginning Teachers - Year 1**

**Last edit: Sat, 01 Feb 2020 02:42:55 GMT**

Changes proposed by: Karen O'Hara (101061593)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Karen O'Hara	kdohara@csus.edu	916-278-4702

### Catalog Title:

Continued Advanced Teaching Skills through Teacher Induction for Beginning Teachers - Year 1

### Class Schedule Title:

Cont Adv Tch Skls Ind Year 1

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Teaching Credentials

### Will this course be offered through the College of Continuing Education (CCE)?

Yes

### Please specify:

CCE Only

### Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

EDTE - Teacher Education

**Catalog Number: (course number)**

270B

**Course ID: (For administrative use only.)**

122791

**Units:**

1-3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This new course is the result of the division of one six-unit course (EDTE 270) into two components: 270A (3 units), which has been proposed, and 270B (1-3 variable units) which is this new course proposal. The variable units are needed by students/programs to address the variation in student needs for completion of Teacher Induction programs.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Course provides up to three additional units for beginning teachers to complete the requirements to clear their preliminary teaching credential through Teacher Induction. Year 1 focuses on the California Standards for the Teaching Profession, creating an effective classroom environment, planning standards-based instruction for all learners, using technology to access information, and providing effective support for English learners and special populations.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

Instructor Approval

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

1-3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

- 1) Demonstrate the capacity to read, critique, write and produce research-based academic artifacts in a scholarly manner;
- 2) Demonstrate the ability to examine and analyze primary research;
- 3) Review literature that grounds their individual induction plan in the scholarship of teaching;
- 4) Synthesize research findings in a manner that bridges the gap between research and practice such that they can become intellectual leaders in the schools;
- 5) State their academic and scholarly goals
- 6) Demonstrate the ability to set standards for student behavior, establish classroom routines and create a fair and respectful climate for student learning;
- 7) Evaluate research through a critical lens in order to examine the research for where it is, where it might go, and what are its limitations;
- 8) Identify what the action research process is and explain how to implement those processes in their respective classrooms;
- 9) Demonstrate the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students, differentiating instruction as appropriate within the context of the teaching assignment;
- 10) Demonstrate the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students;
- 11) Make appropriate and effective use of software applications and related media to access and evaluate information and communicate ideas effectively;
- 12) Examine and analyze personal and institutional biases that impact student learning and document steps taken to eliminate them from professional practice;
- 13) Demonstrate an understanding of how cultural, experiential, cognitive, and pedagogical factors and individual student needs affect first and second language development;
- 14) Demonstrate knowledge of processes for identifying and referring students for special education services and for collaborating with special education teachers and the student's parents to implement IEP goals and objectives;
- 15) Demonstrate an understanding of the relationship between student health and student learning and know how to access local and community resources to support student health and promote student, classroom, and school safety.

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Participation in seminars and weekly formative assessment and support meetings (ELO 1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 15)

Observations of teaching performance (ELO 6, 9, 10, 11, 14, 15)

Examination of student work (ELO 6, 8, 9,11)

Reflective summary paper (ELO 1-15)

Colloquium presentation of portfolio (ELO 1-15)

Portfolio that demonstrates the competencies for the professional clear credential (ELO 1-15)

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Graduate (Masters) Learning Goals:**

Critical thinking/analysis  
Communication  
Information literacy  
Disciplinary knowledge  
Intercultural/Global perspectives  
Professionalism  
Research (optional)

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

Yes

## **For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):**

**Does this course change impact your department's currently written Program Standards Document?**

No

**Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:**

N/A

**Is this change in response to program or unit assessment activities?**

No

**Will this course introduce any new or changes to program assessments?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

Key: 14205