

EDTE 271B: CONTINUED ADVANCED TEACHING SKILLS THROUGH TEACHER INDUCTION FOR BEGINNING TEACHERS - YEAR 2

In Workflow

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Approval Path

1. Wed, 15 Jan 2020 20:01:54 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 21 Feb 2020 22:57:48 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Fri, 21 Feb 2020 23:01:11 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Tue, 14 Jan 2020 01:07:21 GMT

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Last edit: Wed, 15 Jan 2020 20:01:45 GMT

Changes proposed by: Karen O'Hara (101061593)

Contact(s):

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Catalog Title:

Continued Advanced Teaching Skills Through Teacher Induction for Beginning Teachers - Year 2

Class Schedule Title:

Adv Teach Skls BT Year 2

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)

271B

Course ID: (For administrative use only.)

122806

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 271) into two components: 271A (3 units), which has been proposed, and 271B (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. The second year induction series emphasizes the California student content standards and frameworks. Seminars and individualized assessment and support extend the abilities of second year teachers to collect evidence of their teaching practice, use state and local student assessment data to make informed instructional choices, differentiate instruction to support student achievement of the California student content standards.

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 knowledge and application of state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of their teaching assignment;
- 10) Demonstrate the ability to interpret student assessment data, and to use multiple measures for entry-level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students;
- 11) Make appropriate and effective use of software applications and related media to analyze and solve problems and maximize the effectiveness of instruction and the educational experience of students, including those with special needs;
- 12) Design and implement equitable learning opportunities that maximize achievement and academic success for all students;
- 13) Demonstrate the ability to use a variety of systematic, well-planned, research-based teaching strategies for English learners that develop academic language, make content comprehensible, provide access to the grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills;
- 14) Demonstrate the use of instructional strategies to provide students with disabilities appropriate learning opportunities to achieve grade level standards.

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 1-14)

Portfolio that demonstrates the competencies for the professional clear credential (ELO 1-14)

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)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 14203