

# EDSS 266: ADVANCED SINGLE SUBJECT SEMINAR

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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)
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5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 10 Feb 2021 16:37:54 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 19 Feb 2021 22:58:42 GMT  
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Sat, 20 Feb 2021 00:05:15 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Oct 16, 2020 by Jenna Porter (jporter)

Date Submitted: Sat, 19 Dec 2020 00:49:14 GMT

**Viewing: EDSS 266 : Advanced Single Subject Seminar**

**Formerly known as: EDSS 266B / EDSS 366B**

**Last approved: Fri, 16 Oct 2020 21:11:40 GMT**

**Last edit: Thu, 11 Feb 2021 21:57:55 GMT**

Changes proposed by: Jenna Porter (201422342)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jporter@csus.edu	916-278-4620

### Catalog Title:

Advanced Single Subject Seminar

### Class Schedule Title:

Advanced Single Subject Semina

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Teaching Credentials

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

No

### Catalog Year Effective:

Spring 2022 (2022/2023 Catalog)

### Subject Area: (prefix)

EDSS - Single Subject Credentials

### Catalog Number: (course number)

266

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

203117

**Units:**

2

**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:**

We no longer need the 'B' designation but have another course (EDSS 266L) to indicate a specialized certificate that this course is part of. Only students who are participating in the specialized certificate program will be allowed to enroll in the EDSS 266L course; all others will be in the EDSS 266 course.

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

Second of two-course series. Provide structured opportunities for candidates to discuss, analyze, reflect upon data gathered from field; support completion of TPA. Further study of policies, school law, resources, strategies, routines, and activities needed for productive environments in classrooms as locations for student engagement/learning. Special emphasis on English Language Development, students with special needs, and specific management/implementation of activities. Course assignments/activities integrated with other core courses.

**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?**

Yes

**Prerequisite:**

EDSS 366

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

No Approval Required

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

Activity

**Activity Classification**

CS#15 - Technical Activity/Laboratory (K-factor=1.5 WTU per unit)

**Activity Units**

2

**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.'**

Candidates will be able to:

1. 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
2. Apply assessment data collected during the cycle of teaching to improve their teaching and their students' learning
3. Apply systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners
4. Complete, with assistance and guidance, tasks for the edTPA teaching event
5. Gather and synthesize literature in the form of an annotated bibliography and use this literature to support instructional decisions
6. Analyze, choose (based on appropriate standards), and practice structured protocols for the examination of student work and to inform planning
7. Select appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment
8. Develop a job search and Individual Induction Plan with required elements that supports continuing self-reflection as a professional educator and the induction process

**Attach a list of the required/recommended course readings and activities:**

EDSS 266 Activities.docx

**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.**

1: edTPA Culminating Credential Performance Assessment (ELO 1, 2, 3, 4, 5, 6)

Description:

Task 1: You will plan a learning segment of about one week (approximately 3-5 hours of instruction also known as a "unit" plan) embedded within a larger unit. You will submit an overview of your instruction and assessment plans in addition to the responses to the prompts. The lesson plans and the responses to the prompts should demonstrate your planning for mathematical understanding, planning to support varied student learning needs, using knowledge of students to inform teaching and learning, identifying and supporting language demands, and planning assessments to monitor and support student learning.

Task 2: You will video record and submit your teaching in addition to the responses to the prompts. The video and the responses to the prompts should demonstrate good learning environment, engaging students in learning, deepening student learning, and using representations. You will also analyze your own teaching effectiveness.

Task 3: You will submit three students work samples in addition to the responses to the prompts. The student work samples and the responses to the prompts should demonstrate your good analysis of student learning, providing feedback to guide learning, student use of feedback, analyzing students' language use and mathematical learning, and using assessment to inform instruction.

2: Annotated Bibliography (ELO 4 &amp; 5)

Description: Students will continue to build an annotated bibliography representing the knowledge of teaching and learning that they have developed over the course of the credential program, in the Seminar course and across other courses. The annotated bibliography will include a citation (in APA style) and summary for each reading, and will include readings that draw from the major components of the program including: sociocultural theoretical foundations of education, adolescent learning theory, effective use of assessment, classroom environment and management, theory and methods for teaching special populations and English language learners, and discipline specific methods of effective instruction. In addition, students will be encouraged to include readings about specific topics of interest to them, related to teaching in multicultural settings. This bibliography will be used to support students' justification of responses on the edTPA and will form a basis for the expanded annotated bibliography and literature review that they will create as part of their MAT inquiry projects.

**3: Induction Plan (ELO 8)**

Description: This will contain your plans for professional development/ improving your teaching during the first two years of employment. After the midterm evaluation of your student teaching in the spring, you will use the same evaluation form with the 1-4 rubric to complete a self-assessment of your proficiency across the competencies. Once you have identified areas for improvement, you will write a set of professional goals that address each identified area of improvement. Finally, for each written goal you will describe a plan of action to achieve the goal. The actions may include seeking advice from other experienced teachers, observing other teachers for ideas, attending professional development workshops and/or conferences, working on the goal through induction meetings, etc. You will save this document after graduation because you will find that will aid you when you establish goals with your induction support provider.

**4: Professional Teaching Portfolio (ELO 1, 3, 5, 7, 8)**

Description: This assignment requires you to assemble a professional teaching portfolio that you will use when you seek employment as a beginning teacher. Your professional portfolio should include: (1) Cover Letter (2) Resume, (3) Philosophy of Education, (4) Teaching Samples (e.g. unit plan (condensed version), lesson plan, homework assignment, project description, unique assignment, photos), (5) Classroom Management Plan, (6) Examples of Student Work with rubrics and teacher feedback if applicable, (7) Letters of Recommendation, (8) Professional Development (e.g. professional memberships, workshops/conferences attended), (9) Any additional special activities or accomplishments you wish to include. Your portfolio should contain your best work but should also be concise. This portfolio will be electronic so that you can send it to school districts. You may also want to print a hard copy to bring with you to an interview.

**5: Final Presentation (ELO 8)**

Description: The final presentation will be an individual presentation on the last day of class. This assignment serves as a fun, creative way to reflect on your experiences in the program and your view of yourself as a professional educator. There are few restrictions on this assignment other than it being reflective in nature and representing your experiences in the program and your personal journey in developing into a teacher in some creative way. In the past students have written poems, adapted songs, and more. You are only bound by your imagination and of course the fact that the product must be reflective in nature.

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

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

MA in Teaching with Single Subject Teaching Credential

**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  
 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: 1534