EDSS 474C: INTERN TEACHING IN SECONDARY SCHOOLS

In Workflow

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Approval Path

1. Thu, 17 Dec 2020 23:36:23 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 19 Feb 2021 23:00:02 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Sat, 20 Feb 2021 00:49:54 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Tue, 15 Sep 2020 19:03:30 GMT

Viewing: EDSS 474C : Intern Teaching in Secondary Schools

Last edit: Sat, 20 Feb 2021 00:49:51 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Intern Teaching in Secondary Schools

Class Schedule Title:

Intern Tch Secondary Schools

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)

474C

Course ID: (For administrative use only.)

TBD

Units:
8

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:
The Single Subject credential program now has an intern teaching option approved by the California Commission on Teacher Credentialing (CTC). This option allows students toward the end of the program to serve as an intern teacher - the teacher of record - and as an employee of the school district while completing their credential program. CTC requires that interns receive an increased level of supervision and support (from both the school district and the university) as compared to traditional student teachers. Consequently, these students must enroll in an intern teaching course rather than a student teaching course (this also will generate the additional WTUs to cover their supervision). We have consulted with our Dean and with other campuses to determine that we should use the S5/CS#23 supervision classification code despite it having the name 'Social Work Supervision' on our campus. This code is already in use for Special Education intern teaching credential courses, and so is the appropriate code.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Single subject intern teaching in a public school setting with diverse learners. Intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students.

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 474A and department approval

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):
Supervision

Supervision Classification
S5/CS#23 - Social Work Supervision (S-factor=1 WTU per student enrolled)
Supervision Units
1.0

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
Yes
How many times can the course be taken (not including first time passed)?
2

Total credits allowed (including first time passed)
24

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 (in the Single Subject context):

1. Evaluate and implement variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
2. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
3. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
4. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
5. Organize and implement curriculum using knowledge about students and learning goals to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
6. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum.
9. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
10. Analyze assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
11. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

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

Field Experience Evaluation Form.docx
EDSS 474C Syllabus.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.

Candidates retain a student teaching binder for supervisor evaluation, which contains all lesson plans and reflections along with all materials required to teach lessons. (ELO 1-11)

University supervisors conduct a minimum of 12 formal observations and provide constructive feedback to candidates (ELO 1-11)

Supervisor completes two intern teaching evaluations (midterm and final) (ELO 1-11): attached as separate document

For whom is this course being developed?

Majors in the Dept

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
Intercultural/Global perspectives
Professionalism

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: 14228