

# EDMS 434C: INTERN TEACHING FOR ELEMENTARY TEACHERS

## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Mon, 08 Nov 2021 00:13:53 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 09 Dec 2021 21:59:32 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Tue, 18 Jan 2022 20:27:24 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Tue, 05 Oct 2021 20:35:11 GMT

**Viewing: EDMS 434C : Intern Teaching for Elementary Teachers**

**Last edit: Mon, 08 Nov 2021 00:13:47 GMT**

Changes proposed by: Brian Lim (101026766)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Brian Lim	lim@csus.edu	916-278-4164

**Catalog Title:**

Intern Teaching for Elementary Teachers

**Class Schedule Title:**

Intern Tch Elementary 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:**

Fall 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

EDMS - Multiple Subject Credentials

**Catalog Number: (course number)**

434C

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

TBD

**Units:**

8

**Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?**

No

**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 multiple subject credential program now has an approved "intern teaching" option from the California Commission on Teacher Credentialing (CTC). This option allows students in their last semester of the program to serve as an "intern" teacher - the teacher of record - and as an employee of the 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 the required supervision).

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

One semester of multiple subjects intern teaching in a public school setting with diverse learners. This semester of intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students while employed as teacher of record.

**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:**

EDMS 434A 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**

S4/CS#24 - Practice Teaching (S-factor-.667 WTU per student enrolled)

**Supervision Units**

8

**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)**

16

**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."**

The Expected Learning Outcomes are directly aligned with the Teaching Performance Expectations mandated by our accrediting body.

Candidates will be able to (in the Multiple Subject Intern Classroom context):

1. Use a 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. Use knowledge about students and learning goals to organize the curriculum 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. Use 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. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students.
12. 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:**

adopted-tpes-2016.pdf  
Field Experience Evaluation Form.docx  
Syllabus EDMS 434C.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 1-12).

Supervisors conduct a minimum of 8 formal observations and provide constructive feedback to candidates (ELO 1-12).

Supervisors complete mid-term and final intern teaching evaluation form (ELO 1-12); 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 Multiple 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: 14229