

Pre-Service Coursework Descriptions

EDU100 Pre-Service Classroom Management and Environment

Course Description

In this course, candidates will be introduced to a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students. Candidates will learn how to create a positive climate for learning in all educational settings. They will be able to establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates will learn how to build a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving. Candidates will learn how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students' IEP/IFSP/transition plans and school discipline policies. They will learn strategies in establishing rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. (Aligns to SPED TPE: 11 and MS/SS TPE: 2,6)

EDU 110-Pre-Service Reading and Language Arts

Course Description

In this course, candidates will gain an introduction to the California English Language Arts Common Core State Standards and California English Language Arts Framework. Candidates will be given instruction in how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. Candidates will be given instructional tools to create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate language arts. Candidates will be given instruction in methods to design age-appropriate instruction based on their students' academic needs as determined by their present levels of performance. Candidates will receive the teaching skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates will also receive teaching skills to help students produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. (Aligns to SPED TPE: 1, 1A, 1B and MS/SS TPE: 1, 3 ,4)

EDU111 : Teachers as Learners

Course Description

Candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English Language Learners. Candidates are introduced to the California Teaching Performance Expectations (TPE's), which provide the guide for teacher expectations.

Candidates examine the professional, legal, and ethical obligations of being an educator. (Aligns to SPED TPE: 7, 11, 12 and MS/SS TPE: 1, 6)

EDU 115: Pre-Service Best Practices for Special Education

Course Description

In this course, candidates will be given an understanding of patterns of typical and atypical child and adolescent development, and the learning needs of students with disabilities, to plan instruction for their students. They will learn how to use formal and informal methods, be able to assess students' present levels of performance in academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Candidates will gain knowledge that through interpersonal interactions with students and families, candidates can learn about students' abilities, ideas, interests and aspirations. Candidates will become knowledgeable about students' community contexts and socio-economic, cultural and language backgrounds. They will understand how multiple factors including student health and multiple disabilities can influence student's ability to learn. Candidates will utilize assessments and participate in development of IEP/IFSP/transition team decisions. Candidates will learn skills on how to encourage parents to collaborate in the development of IEP/IFSP/transition goals. Candidates will also understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities. Candidates will become aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans. (Aligns to SPED TPE: 1, 6 and MS/SS TPE: 1,4,5,6)

EDU 120-Human Development and Typical/Atypical Behaviors

Course Description

In this course, candidates will learn the principles of Human Development and how to demonstrate the ability to set student expectations based on their knowledge of Typical and Atypical Development. Candidates will develop and implement positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting. Candidates will learn the skills to facilitate appropriate transitions for students based on individual needs including considers of self-efficacy and self- determination between academic levels in programs. Candidates will also learn how to demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports. (Aligns to SPED TPE: 6A, 6B, 6C, 8 and MS/SS TPE: 4, 5, 6)

EDU 125: English Language Learners

Course Description

In this course, candidates will know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. Candidates will be instructed on assessment techniques that allow them to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates will gain knowledge in specialized instructional methods for English Language Development for students with disabilities. Candidates will apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They will become familiar

with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. Candidates will learn the various types of instructional program that addresses the California English Language Development Standards facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers. Candidates will be given the tools to draw upon information about students' backgrounds and prior learning, including students' assessed levels of English proficiency and literacy, and native language, to provide instruction differentiated to students' language abilities. Candidates will know and be able to apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They will use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate curriculum content comprehensible to English learners. (Aligns to SPED TPE: 1, 7 and MS/SS TPE: 1, 3, 4, 5)

EDU 130: Tech for the Classroom

Course Description

In this course, candidates will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. Candidates will use technological resources that will make content accessible, assess students, increase student engagement and aide in planning effective instruction. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the introduction level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with CA state adopted standards in K-12, English Language Acquisition, and Special Education classrooms. (Aligns to SPED TPE: 2, 4, 5, 9 and MS/SS TPE: 1, 3, 4, 5)

EDU 135: Cognitive Science and Teaching

Course Description

In this course, candidates will have the opportunity to deepen their understanding of the learning and thinking process. Candidates will be introduced to the research based cognitive principles and their practical application in the classroom. Candidates will explore the following topics: 1) how students understand new ideas, 2) how students learn and retain new information, 3) how students solve problems, 4) how learning is transferred to new situations in or out of the classroom, 5) what motivates students to learn, and 6) the common misconceptions about how students think and learn. Candidates will gain the knowledge in cognitive science that allows them to effectively assess, plan, and deliver effective instruction to students with special needs, English Language Learners, and all other students. (Aligns to SPED TPE: 1, 2, 4, 5, 6, 7 and MS/SS TPE: 1, 5, 6)

EDU 140: Pre-Service Curriculum, Instruction and Assessment

Course Description

Candidates are introduced to instructional planning, teaching, assessing, and analyzing student work to guide instruction. Candidates will learn the purposeful use ongoing multiple and differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates learn and practice developing the elements of effective lesson design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic

Content Standards and CA Frameworks, such as the English Language Arts and English Language Development Framework. Candidates will learn how to utilize the principles of Universal Design for Learning (UDL) at grade levels, and in service delivery models, of their credential assignment. Candidates will gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics. Candidates will understand Issues of diversity and teaching English Learners and students with special needs are addressed as they relate to curriculum planning, instruction, and assessment practices. Candidates will receive instruction on delivering a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). (Aligns to SPED TPE: 1, 2, 3, 4, 5, 6, 7, and 10 and MS/SS TPE: 1, 3, 4, 5)