

EDRL 527A CLINICAL FIELD EXPERIENCE IN READING AND LANGUAGE ARTS (3-6)

Supervised practicum for Certificate candidates. In a Reading and Writing Workshop format, candidates work with K-12 students under the supervision of and in collaboration with clinical faculty and Reading and Language Arts Specialist Credential candidates. Certificate candidates are assigned to students based on the candidate's prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings candidates collaborate in the delivery of appropriate instruction and interventions that utilize learners' strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 527B ADVANCED CLINICAL FIELD EXPERIENCE IN READING AND LANGUAGE ARTS (3-6)

Supervised practicum for Reading and Language Arts Specialist Credential candidates. In a Reading and Writing Workshop format, Credential candidates supervise Certificate candidates as they work with K-12 students. In turn, Credential candidates are supervised by university and clinical faculty. In collaboration with clinical faculty and other Credential candidates, they assume leadership roles, overseeing all assessment and instructional practices of Certificate candidates, and directing all clinic activities. Specialist Credential candidates play a major role in clinical conferences and in the preparation of clinical reports. They also work directly with students in the clinic, providing demonstration of appropriate assessment and intervention strategies and extending their experience with readers and writers of varying ages and abilities. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 528 ADV STUDY IN SECONDARY READING (3)

Principles, methods, and materials for effective instruction in reading at the secondary level. Includes reading theory and current issues in reading/language pedagogy. Emphasis is placed on the interrelationships between language systems and the cognitive, affective, and social aspects of literacy acquisition and development. Issues of cultural and language diversity, bilingualism, and dialect variation are integral to the course. Intended for students admitted to advanced reading and language credential/degree programs. Requirements include independent inquiry or curriculum development. Grade Only. Prerequisite: consent of the reading/language program coordinator and/or course instructor.

EDRL 529 EVALUATION IN READING AND LANGUAGE ARTS PROGRAMS (3)

Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal; group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

EDRL 595 SPECIAL STUDIES (1-4)

Education: Single Subject (EDSS)

EDSS 418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)

Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

EDSS 442 TEACHING IN MULTICULTURAL SETTINGS (4)

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situation applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential program, EDUC 417 and EDUC 418.

EDSS 443A OBSERVATION/PARTICIPATION IN MULTICULTURAL SETTINGS (2)

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDUC 443B.

EDSS 443B SEMINAR: MULTICULTURAL AND CLAD PERSPECTIVES (3)

Issues related to teaching in secondary school. Seminar focuses on aspects of classrooms observed in EDSS 443A, including competencies, classroom management, lesson and unit design. Students prepare for PACT Teaching Event by developing a detailed classroom management plan, creating lessons that they teach in their EDSS 443A classrooms, and engaging in systematic reflection on the lessons' effectiveness. Prerequisites: EDUC 417, EDSS 418, and admission to the Single Subject Credential program. Must be taken concurrently with EDSS 443A. Grade only.

EDSS 444 SPECIAL TOPICS (4)

Principles, methods, and materials for teaching particular academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Students prepare for and process their concurrent field experience in secondary classrooms. In addition, as part of the preparation for PACT (Performance Assessment for California Teachers), students learn to evaluate and critique the content and structure of lesson plans, instructional materials, and assessments of student performance tasks. Prerequisites: EDUC 417, EDSS 418, and admission to the Single Subject Credential program. Grade only.

EDSS 446 LANGUAGE LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOL (4)

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential program, EDUC 417, EDSS 418, and EDSP 433, or permission of instructor.

EDSS 458 STUDENT TEACHING IN MULTICULTURAL SETTINGS (12)

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

EDSS 458I INTERN-STUDENT TEACHING IN MULTICULTURAL SETTINGS (3-6)

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a university supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 459. Interns only. Permission to enroll from director of intern program required prior to registering.

EDSS 459 STUDENT TEACHING IN MULTICULTURAL SETTINGS (4)

This seminar supports student teacher candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. In addition, the weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisite: successful completion of all Phase 1 courses. Must be taken concurrently with EDSS 458.

EDSS 459I INTERN SEMINAR: STUDENT TEACHING MULTICULTURAL SETTINGS (2)

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and career development. Emphasis is on integrating content of Phase I courses, including CLAD competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 458. Interns only. Permission to enroll from director of intern program required prior to registering. Cr/NC only.

EDSS 495 SPECIAL STUDIES (1-4)