EDSS 571. STUDENT TEACHING SEMINAR—MIDDLE SCHOOL (1)
Bi-weekly two hours of discussion
Prerequisite: Admission to the Single Subject Credential Program.
Corequisite: EDSS 575
Bi-Weekly meetings to discuss observations and teaching practice during student teaching. Discussion and seminar with University supervisor to discuss practical issues relevant to the student teaching experience.

2. Mode of Instruction.

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<tr>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>2</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This course is a required course in the Single Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

1. Reflect and describe on their own professional practice
2. Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students

4. Is this a General Education Course
   YES [ ]
   NO [X]

If Yes, indicate GE category:

<table>
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<tr>
<th>Options</th>
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<tbody>
<tr>
<td>A (English Language, Communication, Critical Thinking)</td>
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<tr>
<td>B (Mathematics &amp; Sciences)</td>
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<tr>
<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
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<tr>
<td>D (Social Perspectives)</td>
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<tr>
<td>E (Human Psychological and Physiological Perspectives)</td>
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5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]
• Guided discussion of issues associated with student teaching and the expectations for the student teaching experience.
• Topics are determined each term by the issues identified by the student teachers. Typically, topics include:
  • Classroom organization and behavior management strategies.
  • Assessment issues and methods.
  • Parent communication.
  • Support for students with diverse educational needs and skills.
  • Peer feedback on video taped episodes of student teacher performance.
  • Materials for the preparation of a teaching portfolio.

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]


7. List Faculty Qualified to Teach This Course.

Merilyn Buchanan, Jeanne Grier

8. Frequency.

   a. Projected semesters to be offered: Fall  _____  Spring  _____  Summer  _____

9. New Resources Required.

   None

10. Consultation.

   Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Merilyn Buchanan & Jeanne Grier 02/19/03

Proposer of Course  Date