

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDSS 580 FIELD EXPERIENCE HIGH SCHOOL (PART-TIME PROGRAM) (2)

Five hours per week in a middle school setting.

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: EDSS content methods course

Participatory observation in selected high school level secondary schools under the supervision of a classroom teacher and University supervisor.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture			
Seminar			
Laboratory			
Activity	<u>2</u>	<u>2.5</u>	<u>Variable</u>

- 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. describe the activities, routines and relationships that characterize diverse high school classrooms
2. identify effective teaching practices for high school children from the various linguistic and cultural groups in California school settings
3. recognize and appraise the elements of effective standards-based lessons
4. diagnose student needs and assess student progress based on course assigned assessment activities
5. implement standards-based instructional activities for individuals and/or small groups of students and meet the differing needs of the individuals
6. analyze the effectiveness of their own delivery and management of instruction and the quality of their interactions with students
7. act on feedback from the teacher to modify and improve their interactions and teaching practice with high school students
8. establish professional, collaborative relationships with in-service teachers
9. develop awareness of relevant school, district and state expectations and standards for the education of diverse learners
10. acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during their student teaching placements

4. Is this a General Education Course YES **NO**
 If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

- Keep a reflective practitioner journal as a way to contemplate and evaluate valuable classroom experiences
- Observe the social and instructional environment of high school classrooms
- Learn about students' needs and interests, learning styles, skill levels and interactions
- Administer, interpret and use assessments to inform instruction
- Collaborate with an experienced teacher in planning and preparing instructional materials and evaluating the effectiveness of instruction for individual and small groups of students
- Monitoring student learning and engagement during instruction
- Develop an awareness of the subject-specific pedagogical skills necessary for single subject teaching assignments
- Practice a variety of strategies to make content accessible to a variety of learners including English language learners
- Develop awareness and understanding of the legal and ethical obligations of teachers

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

State of California California Commission on Teacher Credentialing, (2001). *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. Sacramento, CA California California Commission on Teacher Credentialing.

State of California California Commission on Teacher Credentialing, (2001). *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: APPENDIX A Teaching Performance Expectations*. Sacramento, CA California California Commission on Teacher Credentialing.

McTighe, Jay & Wiggins, Grant. (2000) *Understanding by Design Handbook*.

7. **List Faculty Qualified to Teach This Course.**
 Merylun Buchanan, Jeanne Grier, Robert Bleicher

8. **Frequency.**
 a. Projected semesters to be offered: Fall X Spring X Summer X

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.

Merylun Buchanan & Jeanne Grier **02/19/03**

 Proposer of Course Date