

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 585 STUDENT TEACHING HIGH SCHOOL (6)

Equivalent of eight weeks of full-time student teaching.

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: EDSS 581

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

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture			
Seminar			
Laboratory			
Activity	6	8	Variable

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. Teach a diversity of high school students from the various linguistic and cultural groups in California school settings in developmentally appropriate ways
2. Acquire a repertoire of effective and efficient classroom management techniques and instructional strategies aimed at meeting diverse needs to utilize during their professional teaching career
3. Assess student learning and diagnose student needs based on their responses to assessment activities
4. Collaboratively plan instruction in consultation with each of the professional providers who support the educational needs and program for all students
5. Design units of study and deliver a sequence of standards-based lessons for a variety of student groupings and meet the differing needs of each individual within the class
6. Implement lessons making appropriate use of class time and a variety of instructional resources
7. Manage routines, student interactions and administrative duties efficiently and effectively
8. Critically analyze the content and delivery of a lesson and appraise its strengths and weaknesses
9. Act on feedback to modify and improve their teaching practice
10. Establish professional, collaborative relationships with all school community members
11. Examine relevant district, state and federal laws pertaining to the education of diverse learners, and the impact of those laws in educational contexts.

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

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

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

- Keep a reflective practitioner journal
- Observe the social and instructional environment of high school classrooms and learn about students
- Collaborative with each of the professionals who contribute to the education program of diverse students
- Monitoring student learning during instruction
- Interpret and use of assessments
- Plan instructional units suitable for whole class, small group and individuals
- Develop subject-specific pedagogical skills for single subject teaching assignments
- Use a variety of strategies to make content accessible to a variety of learners
- Manage student learning time and ensure student engagement in activities
- Practice using methods to teach English learners
- Develop awareness and understanding of professional, legal and ethical obligations of teachers
- Participate in opportunities for professional growth

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.**

Merilyn 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.

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

Proposer of Course

Date