

#### EDMS 481C INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

#### EDMS 481D INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

#### EDMS 482F STUDENT TEACHING AND SEMINAR (10)

Fifteen-week student teaching (4.5 days per week). Candidates implement curriculum that is sensitive to students' language needs and issues of diversity. Teaching small and whole group instruction leads to teaching the entire curriculum and managing the school day during a two-week take-over. Prerequisites: CBEST and Subject Matter or CSET, EDMS 476F and Phase I courses. Cr/NC only.

#### EDMS 482S STUDENT TEACHING SEMINAR (2)

On-site student teaching seminar that covers all aspects of student teaching including the digital portfolio and becoming a reflective educator. Students meet with their supervisors every week on-site. Taken concurrently with EDMS 482F.

#### EDMS 495 SPECIAL STUDIES (1-4)

## Education: Reading and Language (EDRL)

---

#### EDRL 507 RESEARCH IN LANGUAGE AND LITERACY (3)

Critical analysis and evaluation of theory and research in reading and language and the implications for curriculum. A focus of the course is emergent literacy, but students may pursue projects on literacy at any age. Grade only. Prerequisite: admission to the reading/language or early childhood education M.A. program.

#### EDRL 521A LANGUAGE DEV IN FIRST AND SECOND LANGUAGES (3)

Research and theory in oral and written language development in home and subsequent languages, and the relationship between literacy learning and teaching. Special attention is given to factors that promote concept development and confident effective language use. Attention to the structure of the English language, including phonology, orthography, morphology, syntax, and semantics. Contributions from many fields, (e.g., psycholinguistics, sociolinguistics, anthropology, and developmental psychology) provide perspectives for analysis of language acquisition and learning, evaluation of current educational practice, and planning for effective classroom experiences. Transfer strategies from primary language reading skills into English language reading skills are presented based on the tenets of effective language acquisition.

#### EDRL 521B READING AND LANGUAGE ARTS IN FIRST AND SECOND LANGUAGES (3)

Research, theory, and practice focused on written language development in home and subsequent languages. Students read, discuss and critique theory and research into processes of reading and writing, including the theoretical foundation of assessment approaches for documenting reading and language arts progress and the relationship between literacy learning and teaching. Topics include sociolinguistic and psycholinguistic factors in reading and writing development, assessment-based reading and writing instruction for English language learners and struggling readers, emergent literacy at all ages, comprehension and study strategies, instructional planning, and evaluation and intervention approaches. Students develop a comprehensive set of strategies for promoting fluent reading, confident writing, and purposeful conversation for diverse student populations.

#### EDRL 522 ASSESSMENT AND TEACHING IN READING AND LANGUAGE ARTS (3)

Principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods, and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for Specially Designed Academic Instruction in English (SDAIE) Field Studies. Applies to concentration in reading/language. Grade only. Prerequisite: approval of the program.

#### EDRL 523 CURRICULUM DEVELOPMENT IN LANGUAGE AND LITERACY (3)

Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.

#### EDRL 524 LITERATURE AND LITERACY (3)

Study of children's and adolescents' literature, authors, and ways of using literature in the classroom. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.

#### EDRL 525 LEADERSHIP AND POLICY IN LITERACY PROGRAMS (3)

An investigation of decision making and policies for teaching reading and writing and program coordination; current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Extensive field experience. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.

**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.