

# TEACHER EDUCATION (EDTE)

## EDTE 300P | DIVERSITY, INCLUSION & SCHOOLING

**Units: 3 Repeatability: No**

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

## EDTE 301P | METHODS FOR LANGUAGE & LITERACY

**Units: 3 Repeatability: No**

This course is designed to support candidates in developing as literacy instructors within PK-12. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements.

## EDTE 302P | ELEMENTARY METHODS I: MATH & SCIENCE

**Units: 3 Repeatability: No**

This course provides elementary PK-6 teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

## EDTE 303P | ELEMENTARY METHODS II: HUMANITIES

**Units: 3 Repeatability: No**

Prerequisites: EDTE 302P

This course provides PK-3, ECE and Multiple Subject teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development of students' creativity and imagination in and through the arts.

## EDTE 304P | SECONDARY METHODS I

**Units: 3 Repeatability: No**

This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

## EDTE 305P | SECONDARY METHODS II: SOCIAL SCIENCE

**Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

## EDTE 306P | SECONDARY METHODS II: SCIENCE

**Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

**EDTE 307P | SECONDARY METHODS II: MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

**EDTE 308P | SECONDARY METHODS II: ENGLISH****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

**EDTE 309P | SECONDARY METHODS II: WORLD LANGUAGE****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

**EDTE 310P | EDUCATIONAL PSYCHOLOGY****Units: 3 Repeatability: No**

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning.

**EDTE 311P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: EDTE 300P

This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

**EDTE 312P | METHODS FOR MULTILINGUAL LEARNERS****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This course intends to provide teacher candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D., English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

**EDTE 313P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT****Units: 3 Repeatability: No**

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

**EDTE 316 | TECHNOLOGY & LEARNING****Units: 3 Repeatability: No**

Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ISTE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

**EDTE 317P | ASSESSMENT: PRE-REFERRAL TO COLLABORATIVE SUPPORT****Units: 3 Repeatability: No**

This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/CELDLT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

**EDTE 318C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE****Units: 3 Repeatability: No**

This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

**EDTE 319P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH****Units: 3 Repeatability: No**

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

**EDTE 320P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 321P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 320P

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 452P | CLINICAL EXPERIENCE: EXTENDED PRACTICUM****Units: 3 Repeatability: No**

This course is a field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design in both general and special education. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in class with classroom practices. The mentor teachers will serve as a resource for students, providing a professional model, discussing practices with the teacher candidate, and supporting the student as they "try-out" lesson planning and classroom teaching at least 4 times throughout the semester. Field Requirement: 20 hours/week for the full semester (total: 260 hours) at an assigned school site under the supervision of a mentor teacher and university supervisor. NOTE: This course follows the USD semester schedule.



**EDTE 500P | DIVERSITY, INCLUSION & SCHOOLING****Units: 3 Repeatability: No**

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

**EDTE 501P | METHODS FOR LANGUAGE & LITERACY****Units: 3 Repeatability: No**

This course is designed to support candidates in developing as literacy instructors within PK-12. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements.

**EDTE 502P | ELEMENTARY METHODS I: MATH & SCIENCE****Units: 3 Repeatability: No**

This course provides elementary PK-6 teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

**EDTE 503P | ELEMENTARY METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 502P with a minimum grade of C- or EDTE 523P with a minimum grade of C- and EDTE 524P with a minimum grade of C- This course provides PK-3, ECE and Multiple Subject teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development of students' creativity and imagination in and through the arts.

**EDTE 504P | SECONDARY METHODS I****Units: 3 Repeatability: No**

This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDTE 505P | SECONDARY METHODS II: SOCIAL SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C- or EDTE 525P with a minimum grade of C- and EDTE 526P with a minimum grade of C- This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

**EDTE 506P | SECONDARY METHODS II: SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C- or EDTE 525P with a minimum grade of C- and EDTE 526P with a minimum grade of C-  
This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

**EDTE 507P | SECONDARY METHODS II: MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C- or EDTE 525P with a minimum grade of C- and EDTE 526P with a minimum grade of C-  
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

**EDTE 508P | SECONDARY METHODS II: ENGLISH****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C- or EDTE 525P with a minimum grade of C- and EDTE 526P with a minimum grade of C-  
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

**EDTE 509P | SECONDARY METHODS II: WORLD LANGUAGE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C- or EDTE 525P with a minimum grade of C- or EDTE 526P with a minimum grade of C-  
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

**EDTE 510P | EDUCATIONAL PSYCHOLOGY****Units: 3 Repeatability: No**

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning.

**EDTE 511P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: EDTE 500P with a minimum grade of C-  
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

**EDTE 512P | METHODS FOR MULTILINGUAL LEARNERS****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This course intends to provide teacher candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D., English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

**EDTE 513P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT****Units: 3 Repeatability: No**

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

**EDTE 514 | EDUCATIONAL RESEARCH METHODS****Units: 3 Repeatability: No**

This course is an introduction to research methods with an emphasis on reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies, focusing on the nature of action research and action research methodology. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. Candidates will complete a certification through the Institutional Review Board (IRB) in understanding the principles and policies of ethical research on human subjects. Candidates will use the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement to assess their classroom and students' needs, conduct a literature review, identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their field placement. They will analyze the findings and reflect on their own instructional style towards becoming teacher-researchers.

**EDTE 515S | CAPSTONE SEMINAR****Units: 3 Repeatability: No**

Prerequisites: EDTE 514 with a minimum grade of C-

In keeping with the re-iterative structure of action research, in this course, candidates will complete a second cycle of the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement. Candidates will reflect on their implementation of the first cycle, make appropriate modifications and conduct a second cycle of implementation. This course will support candidates as they work to analyze data collected in their field placements, and as they continue on their journey as teacher-researchers. This capstone course culminates in the dissemination of candidates' research through a written paper that maintains appropriate academic tone and style and a presentation to a professional audience.

**EDTE 516 | TECHNOLOGY & LEARNING****Units: 3 Repeatability: No**

Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ISTE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

**EDTE 517P | ASSESSMENT: PRE-REFERRAL TO COLLABORATIVE SUPPORT****Units: 3 Repeatability: No**

This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/ CELDT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

**EDTE 518C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE****Units: 3 Repeatability: No**

This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

**EDTE 519P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH****Units: 3 Repeatability: No**

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

**EDTE 520P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.



**EDTE 521P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 520P with a minimum grade of C-

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 522 | FOUNDATIONS IN TRAUMA AWARENESS, RESILIENCE, AND RESTORATIVE APPROACHES ACROSS THE PROFESSIONS****Units: 3 Repeatability: No**

This interdisciplinary Foundations Course, central to the "Certificate of Trauma Awareness, Resilience and Restorative Approaches Across the Professions," is designed to provide an integrative lens on stress and trauma, restorative practice and approaches, and individual and community resilience. The course combines an academic understanding of the science of trauma with an experiential learning of skill-building practices which emphasize self-reflection, social and emotional awareness, resilience-centered trauma literacy for application in non-clinical settings, and a practical knowledge of restorative approaches across various disciplines. This Foundations Course is designed for professionals as well as USD graduate students interested in developing their understanding of stress, trauma, development, and adaptive capacity; expanding trauma awareness and cultural sensitivity in context; learning core principles of restorative practice working with communities; and exploring how the integration of trauma awareness, resilience, and restorative approaches can be implemented across professions.

**EDTE 551P | CLINICAL EXPERIENCE 1: PRACTICUM****Units: 1 Repeatability: No**

This course is an introductory field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in class with classroom practices. Field Requirement: 2-3 hours/week across 8-10 weeks (total: 20-30 hours) at an assigned school site under the supervision of a mentor teacher.

**EDTE 552P | CLINICAL EXPERIENCE 2: EXTENDED PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: EDTE 551P with a minimum grade of P

This course is a field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design in both general and special education. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in class with classroom practices. The mentor teachers will serve as a resource for students, providing a professional model, discussing practices with the teacher candidate, and supporting the student as they "try-out" lesson planning and classroom teaching at least 4 times throughout the semester. Field Requirement: 20 hours/week for the full semester (total: 260 hours) at an assigned school site under the supervision of a mentor teacher and university supervisor. NOTE: this course follows the USD semester schedule.

**EDTE 553F | GENERAL EDUCATION STUDENT TEACHING AND SEMINAR****Units: 3 Repeatability: No**

EDTE 553F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. Some semester meetings will be based on modules to support the completion of the California Teacher Performance (CalTPA). While teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor, complete CalTPA cycles 1 and 2, and build their Individual Development Plan (IDP) to bring with them into their future induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration.

**EDTE 554F | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR - MILD MODERATE****Units: 3 Repeatability: No**

EDTE 554F is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from high school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

**EDTE 555F | FIELD PLACEMENT SUPPORT****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

This seminar runs concurrent with the field experience of a teacher of record either through internship at a public TK-12 setting or full-time teacher place at a private TK-12 institution. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher of record, make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and address special topics as they work towards meeting the teacher performance expectations set out by the state of California, University of San Diego, and their school placement.

**EDTE 556F | BILINGUAL/DUAL LANGUAGE CLINICAL EXPERIENCE: STUDENT TEACHING****Units: 3 Repeatability: No**

Prerequisites: EDTE 518C with a minimum grade of B- and EDTE 519P with a minimum grade of B- and EDTE 520P with a minimum grade of B- and EDTE 521P with a minimum grade of B-

EDTE 556F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. This course is specific to candidates seeking a Multiple Subject credential with a bilingual authorization. Some semester meetings will be based on modules to support the completion of CalTPA and to help propel teacher candidates into the teaching profession. While teacher candidates are completing student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily fieldwork in a student teaching setting, student teachers must complete formal observations with their university supervisor, submit CalTPA Cycles 1 and 2, and write their Individual Development Plan (IDP) to bring with them into their future new teacher induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating curriculum and positive classroom environments. Through readings, observations, reflections, and sharing of experiences, students will address current educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration.