

# SINGLE SUBJECT (EDSU)

## **EDSU 530 Theories, Methods, and Materials for Teaching English Learners**

**Prerequisites:** EDUU 510 and 512.

This course focuses on theories, issues, and practices involved in first and second language acquisition and maintenance. It provides an overview of assessment instruments and state policies to identify and place English learners (EL), state-adopted English Language Development (ELD) standards, and teaching strategies to support students' language development. An emphasis is placed on second language acquisition theories, best practices for teaching reading, writing, and language development, as well as integrating students' cultural backgrounds and assets into literacy instruction. Candidates also explore the socio-cultural, legal and political factors influencing language policies and impacting English learners. The culminating assignment for the course involves designing and conducting a tutoring project that demonstrates candidates' proficiency in diagnosing an English learner's language needs in their content-area and developing and implementing a tutoring plan that addresses those needs. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

## **EDSU 531 Secondary Instructional Strategies for Diverse Classrooms**

**Prerequisites:** EDUU 510 and 512.

This course explores effective instructional strategies for creating inclusive, engaging, and culturally responsive learning environments for secondary classrooms. Candidates will learn to design lessons using asset-based instruction, Universal Design for Learning (UDL), and trauma-informed practices to support diverse learners. Emphasis is placed on fostering positive student interactions, promoting higher-order thinking, integrating technology for engagement, and using informal assessments to inform instruction. Candidates will develop the skills to support students' academic and emotional needs while affirming their cultural and linguistic identities. Five hours of fieldwork are built into this course. 3 credits.

## **EDSU 532 Effective Literacy Instruction for Single Subject Candidates**

**Prerequisites:** EDUU 510.

This course focuses on substantive, research-based content literacy instruction that effectively prepares each candidate to design and provide instruction in reading, writing, listening and speaking, and academic language development. Aligned with state standards, this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. An emphasis is placed on exploring the topic of literacy, determining range, quality, and complexity of informational texts, and learning how to implement pre, during, and post reading strategies. Candidates will also explore strategies to support their students' language and writing development, as well as ways to effectively integrate technology in literacy instruction. The culminating assignment for the course includes designing and conducting a tutoring project that demonstrates candidate's proficiency in diagnosing a student's needs in reading and writing, developing and implementing a tutoring plan that addresses a student's literacy needs. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

## **EDSU 535 Equitable Assessment and Grading for Inclusive Classrooms**

**Prerequisite:** EDUU 511 and EDUU 512.

This course helps candidates develop equitable assessments and grading methods to improve learning outcomes. Candidates will analyze multiple forms of assessment data including formative, summative and self-assessments to inform instruction and provide actionable feedback. Candidates analyze assessment data to design and adapt instruction that meets the diverse needs of learners, including English learners and students with disabilities. 3 credits.

## **EDSU 540 Effective Instruction for English, World Languages, and History/Social Science for Single Subject**

**Prerequisites:** EDUU 511 and EDUU 512.

This course offers candidates the opportunity to explore effective teaching and learning strategies in English, World Languages, or History/Social Science content areas. Candidates will focus on best practices to apply in the multilingual, and multicultural secondary classroom, which includes English learners and students with special needs. Candidates will design and present standards-based lessons that reflect mastery of specific content area pedagogy and assessment practices. 3 credits.

## **EDSU 540AA Effective Instruction for English, World Languages, and History/Social Science for Single Subject**

(For students in the Single Subject Added Authorization Program only.)

This course offers candidates the opportunity to explore effective teaching and learning strategies in English, World Languages, or History/Social Science content areas. Candidates will focus on best practices to apply in the multilingual, and multicultural secondary classroom, which includes English learners and students with special needs. Candidates will design and present standards-based lessons that reflect mastery of specific content area pedagogy and assessment practices. 3 credits.

## **EDSU 541 Effective Instruction for STEAM Content Areas for Single Subject Candidates**

**Prerequisites:** EDUU 511 and EDUU 512.

This course offers candidates the opportunity to explore effective teaching and learning strategies in Math, Science, PE/Health, or Art/Music content areas. Candidates will focus on best practices to apply in the multilingual and multicultural secondary classroom, which includes English learners and students with special needs. Candidates will design and present standards-based lessons that reflect mastery of specific content area pedagogy and assessment practices. 3 credits.

## **EDSU 541AA Effective Instruction for STEAM Content Areas for Single Subject Candidates**

(For students in the Single Subject Added Authorization Program only.)

This course offers candidates the opportunity to explore effective teaching and learning strategies in Math, Science, PE/Health, or Art/Music content areas. Candidates will focus on best practices to apply in the multilingual and multicultural secondary classroom, which includes English learners and students with special needs. Candidates will design and present standards-based lessons that reflect mastery of specific content area pedagogy and assessment practices. 3 credits.

**EDSU 561 Clinical Practice I- Single Subject**

**Prerequisite:** Candidates must have satisfied all requirements for advancement to clinical practice as outlined in the catalog.

This initial clinical practice course provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supervised in the field by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

**EDSU 562 Clinical Practice II- Single Subject**

**Prerequisite:** EDSU 561.

This second clinical practice course allows candidates to apply the knowledge and skills gained from coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supervised in the field by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

**EDSU 590-A Supported Teaching I: Secondary School**

**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 590-B Supported Teaching I: Secondary School**

**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 590-C Supported Teaching I: Secondary School**

**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 590-D Supported Teaching I: Secondary School**

**Co-requisite:** EDUU 558.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 590-E Supported Teaching I: Secondary School**

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 590-F Supported Teaching I: Secondary School**

**Co-requisite:** EDUU 559.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 591 Supported Teaching II: Secondary School**

**Prerequisite:** EDSU 590 A, B, C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 591-A Supported Teaching II: Secondary School**

**Prerequisite:** EDSU 590-A, EDSU-590-B, and/or EDSU 590-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 591-B Supported Teaching II: Secondary School**

**Prerequisite:** EDSU 590-D, EDSU-590-E, and/or EDSU 590-F.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDSU 592 Directed Teaching I: Secondary School**

**Prerequisites:** Candidates must be in the appropriate single subject credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 544.

In Directed Teaching I, candidates are placed with a master teacher for one full term (full school days) in a secondary classroom. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDSU 593 Directed Teaching II: Secondary School**

**Prerequisites:** EDSU 592, EDUU 544.

**Co-requisite:** EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different grade level than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.