

ELEMENTARY EDUCATION (EDEL)

EDEL 4350 TPA 1 Learning About Students and Planning Instruction (3)

This course is for candidates to receive support and assistance on their first Teaching Performance Assessment - Learning About Students and Planning Instruction. Instructional Cycle 1 represents a complete teaching cycle (plan, teach and assess, reflect, and apply) for one content-specific lesson that you will develop and teach within a school placement. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program.

Repeatable for Credit: Yes, up to 9 units

Typically Offered: Fall, Spring, Summer

EDEL 4360 TPA 2 Assessment Driven Instruction (3)

This course is for candidates to receive support and assistance on their second Teaching Performance Assessment - Assessment-Driven Instruction. Instructional Cycle 2 represents a complete teaching cycle (plan, teach and assess, reflect, and apply). This cycle emphasizes the interaction between standards, assessment, and instructional decision making. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester.

Requisite(s): Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800

Repeatable for Credit: Yes, up to 9 units

Typically Offered: Fall, Spring

EDEL 5100 Literacy Arts for Diverse Learners (4)

The course focuses on teaching literacy skills to students in transitional kindergarten through sixth grade. Theory, research, and practice related to students successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of literacy acquisition; integration of technical subjects (visual and performing arts; technology) which enhance and support literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom.

The course includes an emphasis on assessment (diagnostic formative and summative) and data driven instruction. Candidates will acquire the knowledge to use data to form small flexible groups and intervene with students' needs. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program

Typically Offered: Fall, Spring

EDEL 5110 Literacy and the Arts for the Dual Language Classroom (4)

The course focuses on teaching literacy and biliteracy skills to students in the UPK/transitional kindergarten through 8th grade dual language classroom in both English and the target language. Theory, research, and practice related to all students, including those with disabilities, successfully acquiring (bi)literacy skills will be emphasized. The course includes instruction in knowledge of (bi)literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of (bi)literacy acquisition; integration of technical subjects (visual and performing arts; technology) in both English and the target language which enhance and support (bi)literacy acquisition; meeting the needs of (bi)literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. The course includes an emphasis on assessment (diagnostic, formative, and summative) in both English and the target language. Candidates will acquire the knowledge in how to use data from assessments in both English and the target language to form small flexible groups and intervene with students' needs. This is a service-learning course. Candidates who are enrolled in this course non-concurrently with final clinical practice are required to complete a minimum of 20 full days of clinical practice (2 days a week for 10 weeks) during the term in an elementary setting (UPK/TK-8) co-teaching with a cooperating teacher in both English and the target language to provide assistance and support. If this course is taken concurrently with final clinical practice, candidates will complete 60 consecutive days of co-teaching in both English and the target language during weeks 2-15. Specific dates for final and part-time clinical practice will be provided each term. All candidates will be supervised by an assigned university faculty member during the term.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5805

Repeatable for Credit: Yes, up to 4 units

Typically Offered: Fall, Spring

EDEL 5200 Math Methods and Assessment (4)

During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-6). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. Prerequisite: Admission to the Multiple subject Credential program. Co requisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple subject Credential program. Co requisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program.

Typically Offered: Fall, Spring

EDEL 5300 Class Management and Differentiated Instruction (4)

This course addresses the psychological foundations in the teaching-learning process, classroom management, and teaching diverse learners. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by elementary teachers. The course topics include principles of classroom management, structuring the learning environment to maximize access to learning for all students, classroom procedures, standards-based lesson design, and issues related to professionalism and professional growth. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program

Typically Offered: Fall, Spring

EDEL 5400 Interdisciplinary Social Studies (4)

The course emphasizes the curricular and pedagogical intersections of interdisciplinary social studies instruction. In elementary schools across Kern County, Social Studies is rarely taught in ways that prepare the children we serve to fully participate in the democratic life of their communities. Social studies is not if-you-have-the-time discipline, but a central way to help students develop and apply their budding academic competencies to address issues of classroom, school, and community concern. Towards these ends, this course interweaves research-based, high-leverage planning, instruction, and assessment practices for interdisciplinary social studies instruction. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDEL 5410 Interdisciplinary Social Studies for the Dual Language Classroom (4)

The course focuses on teaching social studies methods while integrating literacy and biliteracy skills at the intermediate level in the dual language classroom. Theory, research, and practice related to emergent bilingual students successfully integrating (bi)literacy strategies with social studies will be emphasized. The course includes instruction in knowledge of (bi)literacy skills, social studies curriculum, methods, and materials for the intermediate grades in both English and the target language. Instructional strategies and materials for use in a culturally and linguistically diverse classroom will provide students with the basis of an effective social studies program that includes: the use of goals and objectives, approaches to curriculum development, basic content, and techniques for authentic assessment in social studies in both English and the target language. The course includes an emphasis on assessment (diagnostic, formative, and summative) in both English and the target language, and data driven instruction.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5815

Repeatable for Credit: Yes, up to 4 units

Typically Offered: Fall, Spring

EDEL 5500 Science Methods & Assessment (4)

This course introduces curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school setting. Course experiences are focused on the nature of science as it relates to science teaching and science learning. This course focuses on theory, research, and practice related to teaching science. The course includes instruction in content area reading, writing, listening, speaking; knowledge of scientific content, inquiry, processing skills, engagement, attitudes, methods, assessment, equipment and materials for elementary grade students. Science Methods and Assessment comprises of instructional strategies and materials for use in a culturally and linguistically diverse classroom for students with special needs and students diverse backgrounds. Candidates are required to complete field experience with diverse students as a course requirement. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5810 or EDTE 5810 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5810 or EDTE 5810 or admitted to Antelope Valley Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDEL 5800 Multiple Subject Clinical Practice (4)

This is a 20 full academic days clinical practice experience course taken each term during the preliminary credential program until Final Clinical practice. Candidates are provided with opportunities to engage in Clinical Practice/co-teaching with a Cooperating Teacher in a TK-6 setting. Each candidate is required to assume responsibilities of teachers for one semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Prerequisite: Admission to the Multiple Subject Credential program. This is a service-learning course. May be repeated up to a maximum of 16 units.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program.

Repeatable for Credit: Yes, up to 16 units

Typically Offered: Fall, Spring

EDEL 5805 Multiple Subject Clinical Practice for the Dual Language Classroom (4)

This is a 45 full academic days clinical practice experience course taken each term during the preliminary credential program until Final Clinical practice. Candidates are provided with opportunities to engage in Clinical Practice/co-teaching with a Cooperating Teacher in a UPK/TK-8 dual language setting. Each candidate is required to assume responsibilities of teachers for one semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in one or more of the following courses: EDEL 5110, EDEL 5200, EDEL 5300, EDEL 5400, or EDEL 5500.

Repeatable for Credit: Yes, up to 4 units

Typically Offered: Fall, Spring

EDEL 5810 Multiple Subject Final Clinical Practice (8)

This is a clinical practice course taken at the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in co-teaching with a Cooperating Teacher in a TK-6 setting. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a cooperating teacher and university supervisor in a public-school setting. Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800. This is a required service-learning course.

Requisite(s): Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800

Typically Offered: Fall, Spring

EDEL 5815 Multiple Subject Final Clinical Practice for the Dual Language Classroom (8)

This is a clinical practice experience course taken during the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in Final Clinical Practice/co-teaching with a Cooperating Teacher in a Dual Language UPK/TK-8 setting. Each candidate is required to assume responsibilities of teachers for 60 full academic days during the semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in their appropriate CalTPA course. (TPE 7.2, 7.6, 7.7, 7.8, 7.10)

Repeatable for Credit: Yes, up to 8 units

Typically Offered: Fall, Spring