



KALMANOVITZ
SCHOOL OF
EDUCATION

MULTIPLE SUBJECT CREDENTIAL PROGRAM COURSE CATALOG

Required Course Sequence (36 units total) as of January 2018:

First Term (Summer or January, 7 units):

MSTE 212: Learning & Development in a Multicultural Society (3 units)

MSTE 317: Introduction to Field Experience (3 units)

MSTE 275: Health & Physical Education (1 unit)

Second Term (Fall or Spring, 15 units):

MSTE 263: Curriculum & Instruction: Literacy I (3 units)

MSTE 328: Teaching English Learners (2 units)

MSTE 345: Curriculum & Instruction: Social Studies & Humanities (3 units)

MSTE 350: Curriculum & Instruction: Mathematics (3 units)

MSTE 360: Fieldwork Seminar I (2 units)

MSTE 310: Supervised Teaching I (2 units)

Third Term (January or Summer, 2 units):

MSTE 223: Technology in the Classroom (1 unit)

MSTE 242: EdTPA Practicum (1 unit)

Fourth Term (Spring or Fall, 12 units):

MSTE 264: Curriculum & Instruction: Literacy II (3 units)

MSTE 338: Teaching Learners with Special Needs (2 units)

MSTE 349: Curriculum & Instruction: Science (3 units)

MSTE 370: Fieldwork Seminar II (2 units)

MSTE 320: Supervised Teaching II (2 units)

COURSE DESCRIPTIONS

<p>MSTE 212 Learning and Development in a Multicultural Society (3)</p>	<p>This course examines how children learn and develop socially and intellectually as individuals and as members of families, cultures and communities. We will look at ways teachers can learn about their students' cultures, development, and prior experience, and use that knowledge to facilitate and enhance student learning and growth. The development of the child is examined from multiple theoretical perspectives while honoring the role of languages and cultures within the classroom. We will examine race and socio-economic status and the impact of these on classroom equity, student self-esteem, and empowerment/disempowerment. We will also investigate critical thinking, creativity and reflection, while beginning to learn how to create developmentally, linguistically, and culturally appropriate learning activities. Candidates are encouraged to reflect on how theory and research will inform their teaching practice.</p>
<p>MSTE 223 Technology in the Classroom (1)</p>	<p>This course assists candidates in designing, implementing, and evaluating technology-rich learning environments that individualize learning opportunities and assessments for students. Candidates gain fluency in using digital tools and learn how to promote digital citizenship and critical digital literacy, including understanding copyright law, fair use, and Internet security. Candidates use appropriate educational technologies to deepen learning and meet students' needs consistent with standards for instructional technology and blended/online learning.</p>

MSTE 242 edTPA Practicum (1)	<p>This course supports candidates through the completion and submission of a comprehensive Teaching Performance Assessment, which is required by the California Commission on Teacher Credentialing. At Saint Mary’s, this requirement is fulfilled by completing the edTPA. Candidates receive specific support and opportunities to reflect on teaching, to connect theory and practice, and to analyze student work. Candidates also receive support in the technical aspects of completing the assessment, such as editing video, scanning documents and saving video material.</p>
MSTE 263 Curriculum & Instruction: Literacy I (3)	<p>In this course, Multiple Subject Teacher Education (MSTE) candidates will learn, apply, and demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language in an early childhood elementary classroom (TK-grade 3). Candidates will develop the pedagogical knowledge, skills and abilities to emphasize making meaning, language development, effective expression, content knowledge, and foundations skills (CTC, 2016). The course incorporates content included in the Reading Instruction Competence Assessment (RICA) and is aligned with the <i>2016 California Teaching Performance Expectations (TPEs)</i>, <i>Preliminary Multiple Subject Credential Program Standards</i>, <i>CTC Reading/Language/Literature Content Specification</i> and subject specific skills, <i>English Language Development Standards</i> and the <i>California Common Core Standards for English Language Arts</i>. This course provides research-based pedagogical practices to support inclusive literacy instruction in classrooms that reflect the diversity of California’s public schools.</p>
MSTE 264 Curriculum & Instruction: Literacy II (3)	<p>In this course, Multiple Subject Teacher Education (MSTE) candidates will learn, apply, and demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language in an upper elementary classroom (grades 3-6). Candidates will develop the pedagogical knowledge, skills and abilities to emphasize making meaning, language development, effective expression, content knowledge, and foundations skills (CTC, 2016). The course incorporates content included in the Reading Instruction Competence Assessment (RICA) and is aligned with the 2016 California Teaching Performance Expectations (TPEs), Preliminary Multiple Subject Credential Program Standards, CTC Reading/Language/Literature Content Specifications and subject specific skills, English Language Development Standards and the California Common Core Standards for English Language Arts. This course provides research-based pedagogical practices to support inclusive literacy instruction in classrooms that reflect the diversity of California’s public schools.</p> <p><i>Prerequisite: MSTE 263</i></p>

MSTE 275 Health and Physical Education (1)	<p>This course examines concepts of health and physical education in elementary and middle school, supporting candidates in understanding, teaching, and assessing students' physical and health-related knowledge and skills. The course addresses fundamental and current health issues for children and adolescents, as well as the development of motor skills and physical fitness through activities and games. The course also helps prospective educators develop skills in selecting and adapting health and physical education instruction for diverse student populations while meeting the outcomes specified in the <i>Health and Physical Education Frameworks for California</i>.</p>
MSTE 310 Supervised Teaching I (2)	<p>This course is the first in a developmental sequence of supervised field work in schools. The field experience extends the candidate's understanding of key concepts and theories developed in the program while contributing to the candidates' preparation in meeting the Teaching Performance Expectations and preparation for successful completion of the edTPA (required California Teaching Performance Assessment). The candidate completes a sequence of supervised school-based experiences that meets the requirements for a Preliminary Level I Teaching Credential and that contributes to his/her preparation to serve as competent teacher in an induction program. Effective communication will be taught with an emphasis on effective classroom management, developing healthy self-esteem, building social skills and teams for cooperative learning, motivating students, evaluating performance, achieving educational equity, celebrating diversity, managing problem behavior, and supporting English learners and students who have special needs. <i>Taken concurrently with MSTE 360.</i></p>
MSTE 317 Introduction to Field Experience (3)	<p>This course introduces candidates to the social, historical, cultural, legal and ethical foundations of education. Candidates will engage with multiple models and implementation of classroom practices to support all students in safe and effective learning environments. Candidates become familiar with the Common Core State Standards and Teacher Performance Expectations (TPEs) of the California Commission for Teacher Credentialing. Throughout the course, candidates explore methods of classroom management, design and write lesson plans, explore assessment, set goals for supervised teaching and begin the process of developing a classroom management plan.</p>

MSTE 320 Supervised Teaching II (2)	<p>This course is the second in a developmental sequence of supervised field work in schools. The field experience extends the candidate's understanding of key concepts and theories developed in the program while contributing to the candidates' preparation in meeting the Teaching Performance Expectations and preparation for successful completion of the edTPA (required California Teaching Performance Assessment). The candidate completes a sequence of supervised school-based experiences that meets the requirements for a Preliminary Level I Teaching Credential and that contributes to his/her preparation to serve as competent teacher in an induction program. Effective communication will be taught with an emphasis on effective classroom management, developing healthy self-esteem, building social skills and teams for cooperative learning, motivating students, evaluating performance, achieving educational equity, celebrating diversity, managing problem behavior, and supporting English learners and students who have special needs.</p>
MSTE 328 Teaching English Learners (2)	<p>This course introduces candidates to the history of bilingual education, research and theory on language learning, best practices and pedagogy of English language instruction, and principles of assessment and differentiated instruction for English language learners in the general education classroom. Topics that are addressed include theories of second language acquisition, school program models supporting English learners; culturally and linguistically responsive pedagogy; creating a supportive, healthy environment for student learning; and universal access to curriculum. Effective methods of communication and ways to involve families in the school are also covered. Universal access to curriculum through incorporating Specially Designed Academic Instruction in English (SDAIE strategies) and developing Academic Language are specifically addressed. This course supports candidates in their student teaching placements, with the goal of enhancing their personal and professional growth and development as teachers.</p>
MSTE 330 Supervised Teaching III (2)	<p>This course is designed for those candidates employed in a self-contained or CORE classroom for a minimum of fourteen weeks in a WASC-accredited school. Candidates teach a minimum of six observed lessons. <i>Employed Teachers Only</i> <i>Prerequisite: MSTE 310.</i></p>

MSTE 338 Teaching Students with Special Needs (2)	<p>This course introduces candidates to the philosophy and history of special education, as well as examining legal issues, principles of assessment, best practices, and differentiated instruction for students with special needs in the general education classroom. Topics that are addressed include school program models; culturally and linguistically responsive pedagogy; creating a supportive, healthy environment for student learning; and universal access to curriculum. Effective methods of communication and ways to involve families in the school are also covered. This course supports candidates in their student teaching placements, with the goal of enhancing their personal and professional growth and development as teachers.</p>
MSTE 345 Curriculum & Instruction: Social Science and Humanities (3)	<p>This course is designed to introduce candidates to History-Social Science pedagogy and the <i>History-Social Studies Framework and Content Standards for Students</i>. Candidates learn instructional methods and technological tools and resources for use in social science and integrated humanities and social science curriculum. The course emphasizes research on how children construct understandings of history and society, develop historical thinking skills, and learn about multiple perspectives. Candidates learn to design instructional objectives, plan lessons and assess student learning with special emphasis on providing access to the core curriculum for English Learners and students with special needs. Universal access to the curriculum through incorporating <i>Specially Designed Academic Instruction in English (SDAIE Strategies)</i> and developing academic language are specifically addressed. This course is aligned with the California 2042 Standards.</p>
MSTE 349 Curriculum & Instruction: Science (3)	<p>This course is designed to immerse prospective K-8 school teachers to the theoretical concepts, instructional methodology and appropriate materials for use in science education. The emphasis of this course is on science teaching; in addition, the integration of selected mathematical concepts and other subjects is modeled and addressed. The course focuses on children's thinking in science, curriculum planning, teaching reflection, and teaching/assessment techniques that promote differentiated instruction that facilitates the learning of science by all students.</p>
MSTE 350 Curriculum & Instruction: Mathematics (3)	<p>This course is designed to introduce prospective elementary and middle school teachers to the California Common Core State Standards for Mathematics as a foundational resource for understanding the elementary and middle school mathematics curriculum. The course will introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in mathematics education. It focuses on assessment, curriculum planning, and teaching techniques that promote differentiated instruction that facilitates the learning of mathematics by all students.</p>

MSTE 360 Fieldwork Seminar I (2)	<p>The purpose of this course is to support credential candidates as they complete their first Supervised Teaching placement (fieldwork). Candidates will discuss and reflect on their development as teachers and professionals, extend their knowledge of classroom management, and learn how to establish a caring and culturally-responsive classroom community. Candidates will also undertake a close examination of the <i>Visual and Performing Arts Framework for California Schools</i> and learn how to incorporate the arts into their instruction. <i>Taken concurrently with MSTE 310 Supervised Teaching I.</i></p>
MSTE 370 Fieldwork Seminar II (2)	<p>The purpose of this course is to support credential candidates as they complete their second Supervised Teaching placement (fieldwork). Candidates will discuss and reflect on their development as teachers and professionals, refine their classroom management and professional development plans, and learn how to establish a caring and culturally-responsive classroom community. Candidates will establish communication with parents and engage broadly with the school and community. Candidates will also extend their knowledge of how to incorporate the arts into their instruction. <i>Taken concurrently with MSTE 320 Supervised Teaching II.</i></p>
MSTE 440 Field Experience and Methods for English Learners (3)	<p>This course emphasizes the practice of methods and use of materials for teaching English Learners in a diverse school. The candidate participates in 150 hours of direct instruction. A significant number of the students in the class should be English learners. A Saint Mary's College supervisor observes the candidate a minimum of three times. This course is for candidates who have been employed in a private or public school setting during their other supervised teaching placements and wish to earn a Multiple Subject Preliminary Credential. This is a 3-unit course that combines in-class sessions and field experience. The class sessions meet weekly and are offered during the summer months.</p>