Multiple Subject Program Summary

Program Design
The Multiple Subject Credential program is organized around cohorts (also referred to as teams), of 20-35 candidates. Currently, there are three Multiple Subject cohorts distributed throughout Alameda and Contra Costa counties. A merged TED/SPED credential program with the Department of Educational Psychology combines the Preliminary Multiple Subject Credential with the Preliminary Education Specialist: Mild/Moderate or Preliminary Education Specialist: Moderate Severe Credential.

The Multiple Subject Credential Program is a four-quarter (one calendar year) program. Upon successful completion of the professional preparation program, candidates are eligible for a Preliminary Multiple Subject credential. Coursework for all candidates is organized into four categories: 1) Foundations and General Pedagogy courses, 2) Subject Specific Curriculum & Instruction courses, 3) Field Experiences courses and 4) PACT Orientation and Submission courses. This organization enables the candidate to gain content and foundational knowledge and then apply such knowledge in his or her field placement. As the time the candidates spend in the field placement increases, the number of courses taken decreases. Thus, the candidate experiences a balance between theory and practice throughout the credential program.

The Foundation and General Pedagogy courses emphasize the theoretical frameworks for serving California’s diverse student population. The Subject Specific Curriculum and Instruction courses are content based and integrate content knowledge with instructional strategies. Candidates participate in four Performance Assessment for California Teachers (PACT) Orientation Seminar courses which have several purposes. Each seminar provides a forum for candidates to share their experiences, ask questions, and reflect on their teaching. Candidates learn Co-Teaching techniques to employ in their Student Teaching experiences. They acquire strategies towards successful employment via job interview strategies and resume writing. A primary focus of the student teaching seminars is the development of experiences that prepare candidates for successful completion of the PACT. Preparation tasks in each seminar become increasingly complex as the candidate gains more skills and knowledge.

Since candidates need multiple experiences with students in a variety of classrooms, all candidates in the Multiple Subject Credential Program complete two teaching field experiences. These experiences along with accompanying seminars are the Field Experiences component of the program. Candidates have two placements, one in a K-2nd grade classroom and one in a 3rd-5th classroom. Interns meet the field experience requirements in their own classrooms (with an additional alternative grade placement during a school break). Since CSUEB is on the quarter system, candidates register for three quarters of student teaching (the winter-spring quarters include a single placement).

The Chair of the Department of Teacher Education has administrative authority over the Multiple Subject Credential Program. The Chair reports to the Associate Dean of the College of Education and Allied Studies (CEAS), who reports to Dean of CEAS, who in
turn, reports to the University Provost. In conducting the affairs of the Department, the Chair consults with faculty both formally and informally. The faculty makes policy recommendations to the Chair. Thus, policies concerning the credential programs in the Department of Teacher Education are established through a process of shared governance both within the department and with input from associated school districts. All policies are discussed at Department faculty meetings.

The development, implementation, and evaluation of the Multiple Subject Credential Program is a collaborative enterprise between the faculty in the CSUEB Department of Teacher Education and personnel from local school districts. The University Council on Teacher Education provides a forum for representatives from other CSUEB departments and local school districts to consider issues relating to the Multiple and Single Subject Credential programs. The Council meets annually in both counties (Contra Costa and Alameda) and is chaired by the Provost and Vice President for Academic Affairs. The other members of the Council include numerous Deans and Chairs from the University and many representatives from local school districts.

The MS Program is coordinated with local BTSA induction programs with the intent of facilitating a smooth transition from pre-service to beginning teacher education. Prior to this year, candidates completed an extensive portfolio based on the CCSS/CSTs and TPEs, that was designed to make a smooth transition into the district-led induction programs. Recently, the PACT has replaced the portfolio requirement. Seminar instructors continue to make the connections between our program and the induction programs that candidates will enter in their teaching positions. As our cohorts who have taken the PACT, graduate, the connections between PACT results and induction continue to be strengthened. Induction program leaders in our local districts will be provided PACT results to assist them in supporting our candidates during their first years of teaching.

**Course of Study**

A unique asset of the Multiple Subject Credential Program at CSUEB is the concurrent nature of coursework and the field experiences. Summer entry candidates take Foundation and General Pedagogy courses during the initial summer quarter. During the fall, winter, and spring quarters candidates are concurrently enrolled in coursework and fieldwork. Candidates complete fieldwork as either student teachers or interns. As shown in the later review of the coursework syllabi, the remaining content and fieldwork builds on the preservice expectations and address all Commission-adopted standards. In these courses, candidates examine the rationale and foundations behind the concepts present and how they relate to contemporary educational policies and practices in California schools.

Sample programs of study for cohorts are presented below:

<table>
<thead>
<tr>
<th>SUMMER-ENTRY TEAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Quarter: Summer</strong></td>
</tr>
<tr>
<td>TED 5110 Computer Technology Level 1</td>
</tr>
</tbody>
</table>
A real strength of the Multiple Subject Credential Program is a course and fieldwork architecture that integrates theory, research and practice during all four quarters of the program. Candidates participate in fieldwork in the form of student teaching throughout the public school year. Course instructors present educational theory, while field supervisors observe its application in the classroom. Student Teaching Seminars provide a forum for candidates to reflect on their practice and see the connections between content, teaching and learning. Together, course instructors and field supervisors challenge candidates to identify the theoretical and research foundations of their practice. The goal of such challenges is to enable candidates to see the relationships among influential theoretical perspectives, significant research, and teaching in contemporary California elementary and middle school classrooms.

The Multiple Subject Credential candidates approach issues of educational equity and access through a variety of course assignments and field experiences. Candidates evaluate their own socio/cultural identities and the implications of these for their students. They examine not only the socio/cultural and historical variables that students
present to the learning environment, but perhaps most importantly, they develop instructional approaches that are inclusive, challenging and that enable all students to succeed. Adapting instruction for English Learners and Special Needs students are integrated throughout the program, in all Subject Specific Curriculum and Instruction courses, ensuring that candidates are well prepared for the classroom and PACT. Additionally, our program has specific courses: TED 5355 – Equity and Diversity/ Teaching English Learners A and TED 5366 – Equity and Diversity/ Teaching English Learners B that are specifically designed to help candidates not only address needs of educational equity but also address the needs of English learners. To target specific preparation of candidates to meet students with special needs, our program includes: TED 5351 – Educational Psychology and Planning for Instruction and TED 5378 - Teaching Special Populations in General Education Settings in which candidates learn which models of instruction are most effective for teaching specific content to students with a variety of knowledge and skills. Each Subject Specific Curriculum and Instruction course presents strategies for candidates to apply in their fieldwork settings to enable all students to have access to the core curriculum.

In all Field Practicum (fieldwork) it is expected that candidates meet the knowledge, skill, and disposition mandates of the TPEs. Teacher Education Department faculty and university supervisors have the summative of field experience evaluation form aligned with the TPEs. Regular university supervisor meetings are held to discuss the application of the TPEs and theory/ research as they relate to the variety of models. They further discuss the application of these models contextually. Methods of coaching and reflection are also discussed in these meeting to ensure regular and supportive feedback to candidates as well as building capacity for reflection. These are then transferred to the support provided in the field. University Supervisors, Credential Coordinators and Placement Coordinators communicate regularly with District partners and Master Teachers to discuss relevant models.

**Assessment of Candidates**

The comprehensive assessment of candidates includes (a) grades on specific course assignments, (b) assessment of candidate performance in field experiences, (c) RCIA, and (d) PACT. All course assignments are aligned with the TPEs and include a variety of avenues for candidates to establish their competence: reflective essays, responses to classroom scenarios, technology-based projects as well as unit and lesson plans. As stated in the Handbook, candidates must maintain at least a “B” grade in coursework and must repeat any courses that were given a grade of “D” or “F”. Additionally, candidates must pass the PACT.

The CSUEB Teacher Education Department provides a great deal of support to prepare candidates for success on PACT. PACT Orientation classes conducted by trained instructor/assessors are provided throughout the year. Methods classes include Embedded Signature Assignments (ESAs) designed by faculty to prepare candidates for PACT. Following submission of PACT, Candidates typically receive feedback in no more than 4 weeks following timely submission.