Program Design
The Single Subject Credential program is organized around cohorts of 20-35 candidates. Currently, there are three Single Subject cohorts distributed throughout Alameda and Contra Costa counties. The Single Subject Credential Program is a four-quarter (one calendar year) program that takes place at two campuses (Hayward and Concord). Upon successful completion of the professional preparation program, candidates are eligible for a Preliminary Single Subject credential (Math, Foundational Math, Science, Foundational Science, English, World Languages, Social Studies, Art, Physical Education, Music). Candidates begin the program as a summer-entry cohort. Each cohort completes a carefully sequenced set of courses accompanied by field experiences. Since candidates need multiple experiences with students in a variety of classrooms, all candidates in the Single Subject Credential Program complete two teaching field experiences (middle and high school). Interns meet the field experience requirements in their own classrooms (with an additional alternative grade placement during a school break). Blended candidates (undergraduate pathway) are incorporated in the existing cohorts on either the Concord or Hayward campus. They complete undergraduate requirements simultaneously with teacher education courses, according to their assigned cohort’s course sequence.

Leadership within the credential program
The Chair of the Department of Teacher Education has administrative authority over the Single 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, single subject coordinator and placement coordinator both formally and informally.

CEAS Dean: Dr. Carolyn Nelson
CEAS Interim Associate Dean: Dr. Jeanette Bicais
TED Chair: Dr. Eric Engdahl
Single Subject Coordinator: Dr. Michele A. Korb
Single Subject Placement Coordinator: Dr. Diane Mukerjee
Intern/ PACT Coordinator: Ms. Dania Massey
PACT Analyst: Dr. Shira Lubliner
Credential Analyst: Ms. Marla Anderson

Communication within the credential program and with the institution
The faculty makes policy recommendations to the Chair via department meetings and the meeting of the Faculty Affairs Committee (FAC). 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. Collaborative efforts are consistently made with the Credential Student Services Center (CSSC) and the staff in charge of all credential documentation.

Structure of coursework and field experiences in the credential program
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 through out 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 (Math, Foundational Math, Science, Foundational Science, English, World Languages, Social Studies, Art, Physical Education, Music) 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. A primary focus of the student teaching/ PACT 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.

Program modifications over the recent two years

CSU- East Bay has adopted a new credential assessment system moving from TPA (Teacher Performance Assessment) to the Performance Assessment for California Teachers (PACT). In the process of preparing for the PACT, candidates receive training in writing the PACT in several seminar courses. In addition to the PACT seminar courses, over the course of several terms (Winter 2013 to Summer 2014), Embedded Signature Assessments (ESAs) were phased-into most courses (all educational foundation courses and instructional methods courses. The 12 PACT rubrics have been distributed across the courses to assist students in blending the theoretical aspects of education with the practice of teaching in their courses. ESAs are typically connected to a course presentation, lesson plan or unit plan assignment that existed previously in courses.

New intern requirements (starting Summer 2014) have been implemented. The Commission on Teacher Credentialing (CTC) requires that Credential Programs and Districts provide 189 hours of mentoring and support annually to each intern. The hiring District agrees to pay CSU East Bay $2000 per intern to cover the costs of CTC-mandated support. The District may cover its costs by withholding 10% of the intern’s salary, providing half of these funds to CSU East Bay retaining the rest to pay for district-provided intern support. CSU, East Bay has a specific memorandum of understanding with all participating districts that outlines specific numbers and types of hours of support for interns. These requirements are monitored by the intern coordinator.

CSU, East Bay is also involved in grant opportunities to implement co-teaching models from St. Cloud University, MN. The benefits of these methods assist the master teacher and credential candidate in devising ways to approach new changes in standards (i.e. Common Core State Standards in Math and English Language Arts or the Next Generation Science Standards and English Language Development standards).

Due to budget cuts over the years, the Teacher Education Department has had to reduce the model of having faculty team leaders for each cohort to having a single subject coordinator to organize communication between candidates, supervisors, cooperating teachers and placement coordination. In the last two years, there has been increased conversations on how to maintain consistency among courses and teams by re-introducing faculty curriculum leaders. The faculty finds this to be important in light of coming conversions from the quarter to semester system, maintaining consistent course assessments and integrating fieldwork with coursework.

Means for stakeholder input

The development, implementation, and evaluation of the Single Subject Credential Program are collaborative enterprises 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 are: the Dean of the College of Education and Allied Studies, the Assistant Dean, the Chair of the Department of Teacher Education, the Coordinator of Credential Programs of the Department of Teacher Education, the Chair of the Department of Educational Leadership, the Director of Liberal Studies, the Dean of the School of Science, the Dean of the College of Arts and Letters, the Assistant Vice President for Instructional Services, five faculty from departments outside the College of Education and Allied Studies, and many representatives from local school districts.

The Single Subject Program is coordinated with local Beginning Teacher Support and Assessment (BTSA) induction programs with the intent of facilitating a smooth transition from pre-service to beginning teacher education. 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. Two faculty members from the Teacher Education Department sit on the Hayward BTSA board to stay in communication with changes and needs to the BTSA pathways and policies.

The New Haven Unified School District provides an exemplar of added collaborative efforts by placing all student teachers in their high schools and middle schools and being more closely involved in contact with supervisors, interns and cooperating teachers via regular meetings and communications. That district team leader (a teacher released part-time to work on the placement of student teachers and new teacher development) occasionally attends and participates in Department of Teacher Education faculty meetings, committees, and interviewing of prospective candidates. District faculty and university supervisors have joined University faculty in discussions of the future of the credential program as CSUEB moves from quarters to semesters and re-envisions the structure of the curriculum needed to prepare teachers for a new generation of standards.

Course of Study (Curriculum and Field Experiences)

Description of the sequence of coursework; Types of coursework in critical areas (e.g. English learners for all initial teaching programs)

The program has a sequence of Foundational Courses interspersed with content area instructional methods courses. These begin in the summer with courses only and then run concurrently in the Fall, Winter and Spring terms with student teaching placements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
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<tbody>
<tr>
<td>TED 5110</td>
<td>Computer Technologies in the Classroom (anytime)</td>
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<tr>
<td>TED 5301</td>
<td>Psychological Foundations in Secondary Education (Summer)</td>
<td>Fall</td>
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<tr>
<td>TED 5311</td>
<td>Classroom Management Strategies (Summer)</td>
<td>Summer</td>
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<tr>
<td>TED 5305</td>
<td>Social/Cultural Context of Education (Summer)</td>
<td>Winter</td>
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<td>TED 5390</td>
<td>Instructional Methods I- Summer</td>
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<td>TED 5392</td>
<td>Instructional Methods III-Winter</td>
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<td>TED 5314</td>
<td>Special Needs Students in the Regular Classroom (Fall)</td>
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<td>TED 5318</td>
<td>Professional Responsibilities (Spring)</td>
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<td>Instructional Methods II- Fall</td>
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<td>TED 5393</td>
<td>Instructional Methods IV- Spring</td>
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Coordination of coursework with fieldwork, Connection of field experience with coursework;
Number and type of field placements

Student teachers have two placements corresponding to the Fall and Spring K-12 calendar: one in a middle school, the other in a high school. An Intern’s placement is in their own classroom for one academic year. Since the ESAs (and thus TPEs) are embedded throughout the coursework, there is a direct tie between preparing students for the PACT and what they are experiencing in the classroom (TPE observations included). The ESAs prompt candidates
specifically to cite specific instances of various learners and learning styles employed in their classrooms. The concurrence of courses and field experience facilitates the development of a cohesive set of learning experiences.

**Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in the program**

Courses and discussions with field supervisors provide forums for debriefing: one informs the other. Course instructors design assignments that candidates can implement during the field experience. University and site supervisors expect to observe this connection between course work, practice and application of TPE’s in the classroom. All credential candidates and interns have a university supervisor. All candidates are observed 4 times during each student teaching placement, which includes conference with the cooperating teacher and supervisor, written feedback on TPE rubrics, checking of lesson plan and SDAIE method teaching binder checks. All candidates have additional support from university coordinators and department chair in any event of assistance needed.

**Assessment of Candidates**

*How, when candidates are assessed for program competencies. What advice candidates receive about how they will be assessed in the program and informed of those assessments.*

Assessment of candidates occurs throughout the program: upon admission, in coursework and in the field during the fall, winter, and spring quarters, and at the end of the program via the PACT and their Summative Assessment for the Field Experience. Admission requirements include: Bachelor’s Degree, CBEST, subject matter competency, U. S. Constitution, scholarship, 45 hours of prior experience in a classroom-like setting with accompanying letters of recommendation, and pre-admission interview conducted by University faculty and District personnel and passing an appropriate CSET or completion of an approved subject matter preparation program. Candidates must maintain at least a “B” average grade in coursework. Successful completion of field experience requires a positive evaluation from both a University and Site supervisor. Candidates are currently assessed in the field experience based on the Teaching Performance Expectations as well as completion of the PACT. Candidates must successfully complete two field experiences, each corresponding to a K-12 semester including an alternative grade level placement (high school/ middle school). The department chair, the single subject coordinator, university supervisors, the Credential Services Student Center (CSSC) and the faculty are all available to advise students in their path in the program. Regular communications through Blackboard, the CSSC website, orientation seminars, coordinator emails and face-to-face coursework all provide support to the candidates. The PACT Teaching Event is scored by a trained, calibrated assessors who are experts in the candidate’s subject area. If they receive a failing score, the Teaching Event will automatically be scored a second time by another calibrated assessor who is an expert in the subject. If the first two assessors do not agree a third calibrated assessor will score the Teaching Event and determine the final score. If a candidate receives a “minor fail” – unsuccessful completion of one of five rubric sections, the candidate may remediate and re-submit that section by the designated final spring due date or enroll in a remedial course and pay tuition during summer quarter (TED 5061) and re-submit that section by the designated summer due date. Or enroll and submit in any subsequent quarter within the calendar year. If the candidate receives a “major fail” – unsuccessful completion of two or more rubric sections or scores of “1” on three or more rubrics, candidates must pay tuition, enroll, in remediation and resubmission courses, work with a remedial instructor and submit a new teaching experience (TE) by the designated due date.