

Multiple/Single Subject Program Summary

Program Design

The Multiple Subjects and Single Subject programs are based on principles of teacher development and are designed to provide a purposeful, developmental sequence of interrelated coursework and field experiences that prepare teacher candidates to effectively teach in urban public classrooms and schools in California and the nation. Both the Multiple Subjects and Single Subject programs have several prerequisites and a four-block structure. Candidates must complete the prerequisites before beginning the program and must complete all requirements of one block before they are permitted to begin coursework in the following block.

Candidates begin the programs with three prerequisite courses. EDFN 413, Psychological Foundations of Education introduces candidates to psychological research and theory in human learning, motivation, and development. EDCI 300, Introduction to the Teaching Profession: The Urban Educator is designed to introduce candidates to urban schools as candidates analyze, apply, and evaluate strategies for preparing to teach. Candidates observe in urban classrooms as part of this course. EDCI 300 is designed to inform candidates about the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPEs), and the California Teaching Performance Assessment (TPA). The portfolio, an important unit of the assessment program and the candidate's professional growth in the program, is introduced in this course. (See appendices 1.1 and 1.2 for the Portfolio Matrices.) The final prerequisite is HS 457, Health Education for School Teachers. The course informs candidates regarding the application of laws, concepts, and principles related to student health and safety.

Candidates in both programs also complete two foundational courses that underscore and inform the pedagogical content of the program. EDFN 440, Schooling for a Diverse, Urban Society (or EDFN 420, Introduction to the Foundations of Urban Learning (for the blended programs) provides foundational knowledge in education by examining cultural, historical, political, philosophical, and sociological perspectives of schooling and focusing on issues impacting diverse, urban families and school communities. EDSP 400, Foundations of Special Education, provides content in legal, historical, and practice-based foundations of special education as well as the implications of risk factors for health and development.

Both the Multiple Subject and Single Subject programs have four blocks of courses that include fieldwork that includes initial student teaching experiences and assessment requirements. Both programs end with final fieldwork/directed teaching and a course in assessment that includes the TPA.

Collaboration is a core value of the ██████ College of Education and collaborative partnerships are a hallmark of the history and present-day work to design and implement quality programs of teacher preparation. ██████ faculty members have a long history of collaborative partnerships with local school districts and professional colleagues throughout the university. With the establishment of the charter, efforts to collaborate with local schools have become a centerpiece of faculty efforts to transform the preparation of teachers.

Among the initial partnerships was that involving the ██████ College of Education This school/university partnership involved the teaming of university faculty and K-12 teachers in developing curriculum, teaching at the school site, participating in school-based decisions, and

supervising teacher candidates in the Multiple Subjects credential program. A second partnership that contributed to the quality and effectiveness of the Multiple Subjects and Single Subject programs was the *Design for Excellence Linking Teaching and Achievement (DELTA)* project. This partnership for school reform, student achievement and teacher excellence involved [REDACTED] faculty and lead teachers. The *Literacy Collaborative* serves as another example of one of the many joint efforts designed to have an impact on the quality of the credential programs. The Literacy Collaborative is comprised of university faculty from various divisions, adjunct faculty members and P-12 practitioners. The focus of the Literacy Collaborative is the improvement of the teaching of reading and writing in the public schools.

Course of Study

Multiple Subject candidates complete a series of courses to ensure that they learn how to teach reading and writing skills effectively. EDEL 405 is the foundation for language development upon which reading/language arts is built. Through course readings, videos, on-line and face-to-face discussions, students explore both the theoretical and philosophical foundations of language development including first and second language acquisition and program models for language arts instruction, such as dual language and pull-out programs. They further explore the socio/political aspects of reading/and language arts and how they have been shaped historically with the introduction of new laws, policies, and regulations, particularly as they relate to English learners. They also explore the various models for supporting English learners, as well as Standard English learners who, although native speakers of English, may face similar challenges as those faced by English learners. In EDEL 415, candidates are provided multiple opportunities to learn, practice, apply, and reflect on an array of instructional strategies and assessment tools for the topics within Reading and Language Arts (RLA). Cognitive and socio-cultural perspectives on learning and instruction serve as a foundational framework for effective instruction and assessment taught in the program. In EDEL 416 candidates are provided with an overview of research on the writing process and how children learn to write. The course includes analysis, application, and evaluation of teaching writing and related language arts in various environments, emphasizing skills and strategies addressing spelling, grammar, handwriting, children's literature, oral language, and listening.

Single Subject Candidates demonstrate knowledge of components for effective instructional delivery in reading, as described in the CA Reading/Language Arts Framework (2007) through completion of EDSE 401, Instructional Strategies: Secondary Teaching, EDSE 423, Literacy in Middle and High School Content Classrooms, EDSE 430, Using ESL Techniques in the Content Areas, EDSE 445A, Proseminar: Learning Environments and Instruction in Secondary Schools, and in EDSE 445C, Directed Teaching in Secondary Schools. EDSE 423, in particular, focuses on methods of integrating reading instruction into content area classrooms. The integration of that instruction includes planning features, such as orientation, presentation, structured practice, and guided practice. With respect to orientation, candidates study theory and practice related to motivation for reading as it mediates engagement and access to content. With respect to presentation, candidates are introduced to and model think-aloud strategies that demonstrate to students cognitive processes used by readers in the construction of meaning while reading. With respect to structured practice, candidates learn how to implement reciprocal reading that provides students with structured opportunities to practice summarizing, questioning, predicting, and

clarifying texts in collaborative groups. With respect to guided practice, candidates learn to use guided reading techniques, such as paired reading, that can be practiced in peer dyads.

Content specific instruction in the areas listed above is provided in the following courses of the program: EDEL 417, Proseminar: Curriculum and Teaching of Mathematics, EDEL 418, Proseminar: Curriculum and Teaching of Science, EDEL 419, Proseminar: Curriculum and Teaching of Social Science. The visual and performing arts are infused in the subject-specific pedagogy courses. Health content is addressed in HS 457, Health Education for School Teachers and in EDSP 400, Foundations of Special Education.

For Single Subject Candidates content-specific instruction is delivered in the EDSE 421_ series. The Single Subject program offers content-specific courses in the following areas:

- EDSE 421C Science
- EDSE 421I Industrial Technology
- EDSE 421L Foreign Languages
- EDSE 421M Mathematics
- EDSE 421N English
- EDSE 421P Physical Education
- EDSE 421R Art
- EDSE 421S Social Science
- EDSE 421U Music

In the teacher preparation program, candidates have multiple opportunities to acquire knowledge, skills, and ability to deliver comprehensive instruction to English learners. Much of the knowledge, skills, and methodology are provided to all candidates in the required courses EDEL 405, Language Development in the Elementary Classroom (for Multiple Subject candidates), and EDSE 430, Using ESL Techniques in the Content Areas (for Single Subject candidates). The knowledge, skills, and methodology of EDEL 405 and EDSE 430 are designed to work in conjunction with the content-specific pedagogy courses in reading and writing. Currently, additional material is infused in other courses, in particular subject-specific pedagogy courses. In addition to these classes, candidates also develop and refine important skills in the Final Directed Teaching.

EDSP 400, Foundations of Special Education introduces the framework of support for students with special needs who are served for part or all of the school day in the general education classroom. The framework that is developed in EDSP 400 applies to each area of exceptionality, from mental retardation through giftedness. The framework then becomes the foundation and a template for a presentation and discussion of these issues in the general education content-specific pedagogy courses. In addition, application of this framework of support is demonstrated in Fieldwork/Final Student Teaching assignment, and assessed as part of the summative evaluation of that process.

Candidates in both the Multiple Subjects and Single Subject credential programs follow a developmental sequence of carefully planned field experiences. In the Multiple Subjects program, field-based experiences continue in Blocks 1 through 4. In the Single Subject program,

substantive fieldwork occurs in Blocks 2, 3 and 4. Fieldwork is designed to be integrated with the coursework, developing observational and assessment skills and content-specific pedagogical knowledge as candidates progress through each field experience in the sequence. The sequence of field experience provides teacher candidates a variety of opportunities to observe and engage in instructional practices designed to effectively address the needs of diverse students in urban schools.

During Final Directed Teaching, candidates observe classroom teachers and then assume teaching responsibilities for the class. The Master Teacher and University Supervisor determine the candidate's readiness to assume whole-class instructional responsibilities. Because credential candidates are evaluated on their ability to effectively use materials, methods and strategies for English Language Development (ELD), they are placed in classrooms with English learners. They are also under the supervision of a fully credentialed teacher with a valid EL authorization. Once teacher candidates have begun their Directed Teaching experience, the University Supervisor and the Master/Cooperating teacher formally assess the candidate prior to and at the formal mid-term evaluation. At the time of the mid-term evaluation the University Supervisor and Master/Cooperating Teacher determine the candidate's readiness for whole-class instruction. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction.

During the fieldwork component of the content specific courses candidates in the Multiple Subjects and Single Subject programs observe, discuss and reflect upon aspects of teaching, and their experiences teaching individual students and groups of students. Candidates participate in K-12 classrooms in local public schools as they complete the course-related fieldwork. Courses and related fieldwork must be complete prior to Final Directed Teaching in Block 4 of the program.

Assessment of Candidates

Candidates complete the California Teaching Performance Assessment. Candidates receive results of TPA performances in the ninth week of the quarter. Those who choose to appeal assessment decisions may file a written appeal with the TPA Coordinator before the tenth week of the quarter. The Coordinator meets with the Student. Candidates who do not pass the TPA task must see the TPA Coordinator for counseling and a remediation plan before attempting to re-take the task.

Candidates in the Multiple Subjects, Single Subject and Internship credential programs are introduced to the Teaching Performance Expectations and the Teaching Performance Assessment in EDCI 300: The Teaching Profession. To ensure that candidates receive accurate and standardized information about the nature of the assessment and the pedagogical tasks, the program disseminates the CCTC Candidate Handbook at the TPA link on the Division of Curriculum and Instruction website.

In addition to completing the California Teaching Performance Assessment, candidates complete signature assignments in various classes to ensure ongoing assessment throughout the program.