

Multiple and Single Subject Program Summary

Program Design

The program offers a coursework and fieldwork sequence that is organized into developmentally appropriate phases. (Candidates who are not able to complete each phase within one semester may choose to progress through the program at a slower pace.) There are three phases (one prerequisite semester, one field experience semester, and one student teaching semester) in the Student Teaching Option and three phases (one prerequisite semester followed by two fieldwork semesters) in the University Intern Option. In the Student Teaching Option, the prerequisite phase provides the essential coursework and early field experiences necessary for individuals to apply for candidacy to the program. Although candidates in both options have regularly scheduled visits from university supervisors, student teachers have consistent daily in class guidance from a master teacher while university interns teach in their own classrooms with periodic guidance from coaches and university supervisors.

The Integrated Option [blended program] is a five-semester, upper-division program of professional and subject matter preparation, leading to the bachelor's degree in Liberal Studies and the preliminary Multiple Subject Credential. The program is designed primarily for community college transfer students who have completed their general education and Liberal Studies prerequisites and are eligible for transfer to the university (transfer students make up over 80% of our undergraduates). Lower division students who complete the prerequisites are also eligible for the Option. The philosophy guiding the development of the Option is to create a program that offers an alternative pathway to teacher certification that is adapted to the needs of our students and that prepares them to work in urban schools with culturally and linguistically diverse learners.

Course of Study

All candidates become acquainted with research-based theories and principles of human learning and development in the foundational course, TED 402, Educational Psychology. This course covers major theories of cognitive, social, emotional, and physical development of children and adolescents. Candidates study linguistic developmental theory and research in TED 407, Language Learning, TED 403, English/Language Arts I and TED 406, Reading in the Content Area. TED 411, Classroom Management introduces classroom management philosophies, cooperative learning theory, and peer counseling. In their signature assignments or case studies for these courses, candidates reflect on research-based theory and its application to urban students. Connections are made between what candidates learn about child development across diverse domains and school policies and practices. Curriculum content and pedagogical strategies used in schools are evaluated from a developmental perspective. Student behavior and motivation are also analyzed from what is known about age-related changes in children. TED 460, Healthy Supportive Environments, TED 402, Educational Psychology, TED 411, Classroom Management, KIN 425, and KIN 448, provide a theoretical framework for physical development and its support in the curriculum and classroom environment.

Integrated Option Coursework
(cohort classes in bold)

Semester One (13 units)	Semester Two (18 units)
LBS 200 Introduction to Liberal Studies (1) ENG 305 Critical Reading of Literature (3) KIN 425 Physical Education in the Elementary School (3) HUM 310, 312, or 314 Humanities (3) Concentration course (3)	LBS 370 Blended Multicultural Studies (5) LBS 300 Early Field Experience (3) PHY 300 Physical Science for Teachers Lecture & Lab (4) KIN 447 or MUS 340 Visual & Performing Arts (3) LBS 355 Writing in Education (3)
Summer Session (14 units) LBS 360 Blended Math Methods: Math Content and Pedagogy (4) ANT 312 Language & Culture (3) Concentration course (3)	
Semester Three (16 units)	Semester Four (14 units)
LBS 380 Blended Science Methods: Science Content and Pedagogy (4) LBS 375 The California Experience (3) ART 301 or THE 337 Visual & Performing Arts (3) LBS 400 Senior Seminar in Liberal Studies (3) Concentration course (3)	<i>TED 403 Elementary Reading/Language Arts I (3)</i> TED 411 Classroom Management (2) TED 402 Educational Psychology (3) TED 407 Language Learning (3) TED 433 Practicum: Multiple Subject (3)
Semester Five (16 units)	
TED 404 Elementary Reading and Language Arts (3) TED 412 Elementary Social Studies Methods (2) TED 437S Student Teaching: Elementary (9) TED 448 Teaching Event (2)	

Candidates engage in both informal and formal reflection and analysis of pedagogical decisions that assist them in developing the ability to make informed decisions about teaching and learning. Beginning in Phase, I in TED 400, Seminar: Introduction to Education, candidates reflect on their 30 hours of observation; in TED 402, Educational Psychology, they reflect on their observations with their

Signature Assignment subject. In all methods classes, candidates are frequently asked to engage in activities requiring reflection and analysis of pedagogical practices through discussions, journal entries, and revision of assignments. Formal opportunities for careful reflection on instructional decisions are embedded within the program's systematic assessment processes.

The new ELA program follows the same philosophy and design but now consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques and materials throughout the single and multiple subject methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student teaching and fieldwork in diverse urban classrooms.

Multiple Subjects candidates (a) analyze student work samples in reading and language arts, and (b) create an integrated unit plan incorporating at least three subjects, (c) teach and videotape a mathematics lesson, and (d) assess student learning. Single Subject candidates diagnose students, create a unit plan, teach to the plan, videotape a related lesson, assess student learning, and analyze student work samples.

Based on the documented evidence, supervisors rate candidates' observed performance using scoring rubrics related to the application of each *TPE* with the following descriptors: 4 = Emerging Expert Practice, 3 = Proficient Practice 2 = Novice Practice, and 1= Below Novice Practice. In addition, feedback is also provided when assessors use the DOTI at the end of each field experience to determine if the candidate has met the standard for each of the *TPEs*. Successful completion of each phase of fieldwork or student teaching is dependent upon meeting the Novice (2) level on the 4-point *TPE* scale. Supervisors use the Assessment Summary of Teaching Practice to rate candidates' performance (Assessment Summary of Teaching Practice).

Any candidate who has not met the *TPE*s according to these standards for coursework and fieldwork in any phase will be allowed to repeat the *TPE*-related courses and field experiences.

The program design is systematically arranged, assists candidates to successfully perform the full range of *TPE*s, and provides opportunities for them to participate in their own assessment process...

Candidates are given the opportunity to practice what they have learned in their courses in classroom settings by establishing an effective learning environment and implementing the strategies for addressing minor and major disciplinary concerns. In supervised fieldwork, candidates are given the opportunity to practice what they have learned in the courses and early field experiences by creating a safe, fair class environment. Through structured feedback from master teachers (for student teachers) and university supervisors (all candidates), they can reflect and refine their pedagogical responses in order to create an equitable classroom com

Sites for field experiences for candidates in the student teaching option of both the multiple subjects and single subject programs are carefully selected using criteria that assure thorough, professional preparation for candidates to work in diverse, urban school districts. School-based master teachers are selected based on criteria developed in collaboration with the cooperating school administration to provide professional support, assistance, and feedback to candidates during their student teaching experiences. School-based master teachers participate in professional training to prepare them to work effectively with candidates in a manner that is consistent with the expectations and purposes of the program. University supervisors and faculty communicate regularly with school-based master teachers about program procedures and expectations, and intervene to address concerns and problems. Candidates in the university intern option are full-time contracted teachers assigned by their districts to school within our service area.

All supervising teachers will be provided with professional training to prepare them to work effectively with beginning teachers. Site-based supervisors and university supervisors will be trained in cognitive coaching to work with student teachers or university interns during their fieldwork experiences. The framework for this training is derived from the New Teacher Center's cognitive coaching model. This reflective model has three phases in the observation feedback cycle. The first phase is a pre-observation conference. The supervising teacher learns a defined protocol to develop a pre-observation conference so that feedback about the planning process (learning outcomes, instructional strategies, diagnosis of student needs, and use of materials) is given to the candidate prior to the observation. The second phase is the observation for which the supervisor is trained to gather evidence about the candidate's performance with respect to specific instructional goals established before the observation. The third phase is the reflective conversation for which the supervisor is trained to present observed evidence about the classroom observation so that candidates can analyze their own teaching performance in a supportive environment. This conversation becomes the source for new teaching goals for the candidate's professional development.

Assessment of Candidates

Candidates complete signature assignments and practice components required for the Performance Assessment for California Teachers (PACT) Teaching Event (TE) in a developmental sequence throughout the phases of the program as assignments embedded in their courses. Multiple Subject candidates complete a Teaching Event in Elementary Mathematics in the final phase of the program. In addition, they complete Teaching Event tasks in each of the

three additional core areas not addressed in the TE (literacy, social science and science). Secondary candidates complete the Teaching Event in their specified content area in the final phase of the credential program.

The sequence of coursework and field experiences comprehensively assists candidates in the preparation and performance of embedded tasks. (Teacher Performance Assessment System Charts.) Courses provide the pedagogical knowledge for developing competence as defined by the *TPEs*. (TPE Course Alignment Matrix.) Within each phase of the program, courses are designated to address specific *TPEs* that must be applied and practiced during each field experience. Candidates are provided opportunities to practice the *TPE* performance tasks that are similar to formative and summative assessment tasks. By design, program phases for both University Intern Option and Student Teaching Option (prerequisite and two subsequent phases) allow candidates multiple opportunities to practice and demonstrate mastery of the *TPEs*. Signature course assignments are aligned with *TPE* performance tasks that are simultaneously applied and practiced during the field experience. Courses in each phase provide the pedagogical knowledge for the course signature assignments. Each course signature assignment forms the basis for the performance tasks that must be applied and practiced during each field experience. Trained supervisors observe and provide support candidates as they practice these tasks. Supervisors provide ongoing feedback to candidates regarding their performance on the *TPE*'s. Candidates use the feedback to practice and refine their skills and to revise the signature assignments prior to submission to course instructors and portfolios. Candidates are informed of the following benchmark criteria in the formative assessment process that are used to determine whether or not they advance to the next program phase

- Coursework grades: minimum GPA 3.0
- Course signature assignment standards met with a passing score
- Fieldwork/student teaching credit grade: Phase-appropriate *TPEs* satisfactorily met
- Candidates also are informed of following benchmark criteria in the summative assessment process that are used to determine whether or not candidates are recommended for the preliminary credential:
- Coursework grades: minimum GPA 3.0
- Course signature assignment standards met with a passing score
- Fieldwork/student teaching credit grade: Phase-appropriate *TPEs* satisfactorily met
- PACT Assessment: Passing scores in all six sets of rubrics for the PACT assessment.

The program's comprehensive assessment processes require that candidates are both formatively and summatively assessed on all competencies throughout the program and within the context of field experiences. The clearly defined and highly organized formative assessment process is designed to guide, support, and assess candidates as they progress through each developmentally appropriate phase of the program.

TED supplies each credential graduate with an individual PACT assessment report that lists not only scores but also the text of the rubric level descriptor, which describes the performance. This descriptive text provides a profile of strengths and weaknesses. The report is similar across credential areas, although Multiple Subject candidates have additional reports for the CAT tasks of the three additional core areas.