

# Multiple Subject Program Summary

## Program Design

The **Multiple Subject** credential program at **California State University, Fresno** and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences. The **Liberal Studies** undergraduate major prepares students with subject matter competency. Individuals demonstrate subject matter competency by passing all sections of the Multiple Subject California Subject Examinations for Teachers (CSET). A prerequisite class, EHD 50: Introduction to Teaching, is required of all candidates before they are admitted to the program to provide opportunities to explore the teaching profession.

Teacher candidates may be admitted into the Multiple Subject Credential Program by a variety of pathways:

**General Program:** Teacher candidates take courses in the program as described below at the university or on designated school sites.

**Partnerships:** Partnerships include a collaborative, experiential, site-based program featuring a team of professors and supervisors who coordinate coursework and field experiences to connect theory to practice and provide an enriched, practical program. For example, a cohort of teacher candidates currently attends all classes on the school sites in Central Unified School District, Fresno Unified School District and Sanger Unified School District. Incorporated into the program are numerous realistic, hands-on experiences, including workshops, seminars, professional learning communities and demonstration lessons provided by professors and classroom teachers at the school sites. Student teaching takes place primarily at the partnership sites or at schools in the surrounding area.

**Early Childhood Education Option (ECE):** The ECE Program provides an expanded knowledge base, experience working with preschool aged children, and a focus on teaching in grades K-3. The 38-unit ECE cohort program is compatible with both the Dual Program and the Internship Program.

**Dual:** This program is designed to support teacher candidates who are earning their Multiple Subject and their Education Specialist credential concurrently. These teacher candidates may be part of a cohort that is in either the university-based courses or the partnership schools. Courses required for the Education Specialist are spread throughout the phases, and specialized fieldwork courses and settings are arranged for the teacher candidates to have an inclusive experience.

**Communicative Disorders (Multiple Subject):** The Communicative Disorders program is designed for students who wish to prepare for specialization in special education, with an emphasis on teaching children with hearing impairments.

**Teacher Internships:** Teacher candidates are employed by a school district while also enrolled in a sequenced professional preparation course of study.

Teacher candidates of the Multiple Subject Program follow a sequenced design of foundational classes and content-specific pedagogy coursework while concurrently practicing the application of these concepts and teaching skills in a field placement setting that is aligned with the reading class in which they are enrolled. All content-specific courses are based on the CCTC Standards and the state-adopted content standards and frameworks.

Candidates learn to use state-adopted instructional materials, assess student progress, and apply these understandings in teaching students as related to the content of the pedagogy coursework and to practice this knowledge in their field placements. In their initial fieldwork (EHD 174 and EHD 178) and, eventually, in their EHD 170: Final Student Teaching, candidates are expected to develop and demonstrate pedagogical competence as defined by the Teaching Performance Expectations (TPEs). In addition, candidates are given constructive feedback through lesson observations, mid semester and final goal setting/assessment meetings, responses to reflective journals, and course competencies throughout all of the student teaching placements. This enables them to practice and refine their teaching performance in preparation for the performance assessments. Candidates gradually move toward this goal through the required sequenced experiences.

## Course of Study

The program-specific courses listed below are all required of Multiple Subject credential candidates. The sequence of course/fieldwork for the California State University, Fresno, **Multiple Subject Program** includes the following:

*Prerequisite:* EHD 50 – Introduction to Teaching

<b>Courses</b>	<b>Units</b>
<b><u>PHASE 1</u></b>	
CI 171      Understanding the Learner, Instructional Design & Assessment	3
LEE 172      Cultural and Language Contexts of the Classroom	3
LEE 173      Teaching Reading and Social Studies in Grades 4-8	3
<i>EHD 174      Field Study A: Grades 4-8</i>	2
<b><u>PHASE 2</u></b>	
CI 175      Science Instruction and Applied Technology	3
CI 176      Mathematics Instruction and Applied Assessment	3
LEE 177      Teaching Reading and the Arts in K-3	3
<i>EHD 178      Field Study B: Grades K-3</i>	2
<b><u>PHASE 3</u></b>	
SPED 179      Differentiated Instruction and Classroom Management	3
<i>EHD 170      Field Study C: Final Student Teaching</i>	<u>9</u>
<b>Total Units for Multiple Subject Preliminary Credential</b>	<b>34</b>

The **Multiple Subject Credential Early Childhood Education Program (ECE)** has adapted the scope and sequence of the general Multiple Subject credential program to provide a comprehensive K-8 teacher preparation program while, in addition, expanding theory and practice to include the education of children from birth through preschool and a focus on grades K-3. These adaptations have allowed the ECE program to continue to meet the national recognition requirements of the National Association of the Education of Young Children (NAEYC) while meeting the accreditation requirements of the CCTC.

The sequence of course/fieldwork for the California State University, Fresno, **Multiple Subject Early Childhood Education Program** includes the following:

*Prerequisite:* EHD 50 – Introduction to Teaching

<b>Courses</b>		<b>Units</b>
<u>PHASE 1</u>		
CI 171ECE	Psychological Contexts of Teaching and Learning	3
LEE 172ECE-S	Cultural Contexts of Teaching and Learning	3
LEE 173ECE	Teaching Literacy and English Language Development in Grades 4-8	3
CI 176	Mathematics Instruction and Applied Assessment	3
EHD 174ECE	Field Study A-ECE	2
<u>PHASE 2</u>		
CI 175	Science Instruction and Applied Technology	3
LEE 177	Language and Literacy Development and Instruction	3
LEE148	Integrated Curriculum	3
CI150ECE	Managing Early Learning Environments	1
EHD 178ECE	Field Study B-ECE	2
<u>PHASE 3</u>		
SPED 120	Students with Special Needs in General Education Settings	3
EHD 170ECE	Field Study C: Final Student Teaching	9
<b>Total Units for Multiple Subject Preliminary Credential: ECE Option</b>		<b>38</b>

Teacher candidates are required to complete the first two phases of field study before entering the **Internship Program**. Candidates follow the same scope and sequence as listed above in the Multiple Subject Program with the exception of EHD 170: Field Study C: Final Student Teaching. The interns complete their final student teaching over two semesters: EHD 160A and EHD 160B.

### **Assessment of Candidates**

The Multiple Subject Credential Program was designed specifically as a treatment-assessment system wherein candidates are taught TPE-related knowledge and skills, are formatively evaluated, are provided remediation if necessary, then summatively evaluated for mastery of TPE knowledge and skills at a beginning teacher level. In all

courses and field assignments, candidates receive systematic feedback regarding their TPE-related performance through identified formative assessments and other coursework-embedded assignments, and from fieldwork Master Teachers and university supervisors by way of class observations, competency feedback, and required goal setting/assessment meetings.

At the summative level, candidates must pass specific FAST tasks (referred to as projects) that are embedded into their fieldwork in order to receive credit for that fieldwork and to move to the next phase of pre-service training.

The **Fresno Assessment of Student Teachers (FAST)** is a Teacher Performance Assessment (TPA) system approved by CCTC (2008) and specifically designed for use by California State University, Fresno teacher candidates. The Teacher Performance Expectations (TPEs) are taught in the coursework and applied and practiced in the coursework and fieldwork. The FAST includes the four tasks listed below.

**Fresno Assessment of Student Teachers (FAST)**

Instrument	Description	When Given
Comprehensive Lesson Plan Project (TPEs 1 [ELA], 6B, 7, 8, 9)	This task assesses the candidate’s ability to analyze a lesson plan designed for all students in a classroom with a significant number of English learners. This is an on-demand written assessment.	Phase 1
Site Visitation Project (TPEs 1 [ELA], 2, 4, 5, 11, 13)	This task assesses the candidate’s ability to plan, implement, and reflect upon instruction. This is a field-based performance assessment.	Phase 2
Teaching Sample Project (TPEs 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13)	This task assesses the candidate’s ability to plan and teach a one to four week unit, and to document their teaching and their students’ learning. This is a field-based comprehensive, written assessment.	Phase 3
Holistic Proficiency Project (TPEs 1 [H-SS, Math, Science], 3,5,6, 10, 12]	This task assesses the candidate’s ability to perform, document, and reflect upon teaching responsibilities over an entire semester. This is a comprehensive, field-based performance assessment.	Phase 3