

Multiple Subject Program Summary **Revised February 21, 2014**

Program Design

Leadership and Communication:

The Multiple Subject Program Coordinator is Dr. Lisa Nyberg. The Multiple Subject Coordinator and the Multiple Subject Program Review Committee serve as program representatives and provide communication within the program and with the institution. Dean Paul Beare serves as the Director of Teacher Education.

Structure of Coursework:

The Multiple Subject credential program at California State University, Fresno, includes 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 38-unit 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 42-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.

Teacher Internships: Teacher candidates are employed by a school district while also enrolled in a sequenced professional preparation course of study. The course of study for interns is the same as the general program except for final student teaching. Instead of taking EHD 170: Field Study C: Final Student Teaching (9 units) in their third semester interns take EHD 160 A: Part-Time Multiple Subject Student Teaching I (5 units) in their third semester and EHD 160 B: Part-Time Multiple Subject Student Teaching (5 units in the fourth semester).

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 required of Multiple Subject credential candidates. The sequence of course/fieldwork for the California State University, Fresno, **Multiple Subject Program** options include the following:

Liberal Studies Blended Program

Teacher candidates complete an undergraduate program with a degree in Liberal Studies blended with Multiple Subject Program requirements.

<http://www.fresnostate.edu/kremen/cctc/documents/ms/2-BlendedMatrix.pdf>

Multiple Subject Program: General Emphasis

Teacher candidates complete Multiple Subject Program requirements.

<http://www.fresnostate.edu/kremen/documents/MSAdvisingSheet.pdf>

Multiple Subject General Dual Program with a Mild/Moderate Emphasis

Teacher candidates complete the requirements for **two** programs in the Dual Program. Teacher candidates complete the Multiple Subject Program requirements and the Educational Specialist Mild/Moderate program requirements.

http://www.fresnostate.edu/kremen/documents/DualMild_ModAdvisingNEWPROGRAM.pdf

Multiple Subject General Dual Program with a Moderate/Severe Emphasis

Teacher candidates complete the requirements for **two** programs in the Dual Program. Teacher candidates complete the Multiple Subject Program requirements and the Educational Specialist Moderate/Severe program requirements.

http://www.fresnostate.edu/kremen/documents/DualMod_SevAdvisingNEWPROGRAM.pdf

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.

Multiple Subject Early Childhood Education (ECE) Emphasis

Teacher candidates complete the Multiple Subject Program requirements with an early childhood emphasis.

<http://www.fresnostate.edu/kremen/documents/ECEAdvisingSheet.pdf>

Multiple Subject Early Childhood Education + Dual with a Mild/Moderate Emphasis

Teacher candidates complete the requirements for **two** programs in the Dual Program. Teacher candidates complete the Multiple Subject Program requirements with an early childhood emphasis and the Educational Specialist Mild/Moderate program requirements.

http://www.fresnostate.edu/kremen/documents/DualECEMild_ModAdvisingNEWPROGRAM.pdf

Multiple Subject Early Childhood Education + Dual with a Moderate/Severe Emphasis

Teacher candidates complete the requirements for **two** programs in the Dual Program. Teacher candidates complete the Multiple Subject Program requirements with an early childhood emphasis and the Educational Specialist Moderate/Severe program requirements.

http://www.fresnostate.edu/kremen/documents/DualECEMod_SevAdvisingNEWPROGRAM.pdf

Multiple Subject + Bilingual Authorization Program

Teacher candidates select a program emphasis listed above and complete the program requirements of that option. In addition, teacher candidates complete the program requirements of the Bilingual Authorization Program. The teacher candidate may select an emphasis in Spanish or Hmong.

<http://www.fresnostate.edu/kremen/credential/elem-bilingual.html>

Multiple Subject Interns

The Multiple Subject Intern coursework is identical to the program option coursework detailed above. 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.

The only difference between a Multiple Subject Program Option detailed above and the Multiple Subject Intern Program occurs during final student teaching. Multiple Subject teacher candidates take one semester of final student teaching (EHD 170) and Multiple Subject interns take two semesters of final student teaching (EHD 160A and EHD 160B) as a paid teacher, **which is their internship**. Both programs, the Multiple Subject Program and the Multiple Subject Intern Program include a university supervisor, however, the intern teacher also has an on-site cooperating teacher (mentor) and a support provider assigned by the internship program.

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

Changes Since the Initial Program Review Document Submissions

The course of study of all Multiple Subject Program options now includes: CI 100: Educational Applications of Technology (3 units). This course provides a foundation of technology to support teacher candidates as they learn applications to enhance their teaching.

The course of study of all Multiple Subject Program options now includes: EHD 174A: Field Study A Seminar (1 unit); EHD 178A Field Study B Seminar (1 unit); and, EHD 170A: Field Study C Seminar (2 units). These seminars provide additional support for program pedagogical content (ex. health, visual/performing arts, etc.).