

# **Single Subject Credential Program**

## **Program Summary**

### **Revised April 1, 2014**

**This Summary Reflects the NEW Program changes**

#### **Program Design**

The program is coordinated by the Single Subject Credential Program coordinator, a faculty member in the program who is released half-time for program coordination. A program governance committee is chaired by the Single Subject program coordinator and made up of faculty who teach courses within the program, including faculty from the Kremen School of Education and Human Development (KSOEHD) as well as faculty from each of the academic departments associated with a Single Subject credential offered by the University. The program governance committee makes recommendations concerning curriculum and all other matters related to the program to the Associate Dean and the Dean of the KSOEHD. The Dean is also the Director of Teacher Education. Administrators, teachers, business leaders, and other community members provide input regarding the program via the Dean's Council on Professional Education (See the Appendix for the membership of the Dean's Council on Professional Education.)

Communication and input regarding program policies, practices, curriculum, instruction, and field experiences are provided for in several ways. The program coordinator meets on a regular basis (six or more times each year) with the governance committee. These meetings include not only KSOEHD faculty members, but also one or more faculty members representing each of the academic departments associated with a Single Subject Credential area. Program faculty members participate in making decisions with regard to every aspect of the program from admission through evaluation. Representatives of this group also serve on the Admission and Standards Committee that formulates policy with regard to admission for the basic teaching credential programs and reviews individual applications for special admission.

With reference to field experiences, the selection of field sites and cooperating teachers is coordinated by the Single Subject program coordinator in consultation with the KSOEHD director of professional field experience. A professional development day for university supervisors and cooperating teachers is held each year. One goal of this conference is to provide an opportunity for communication and input about the program. The KSOEHD has formal agreements with each of the districts in which it places student teachers. Currently school site administrators, department chairs, and master teachers each play key roles in the selection of master teachers, the design of field experiences, and/or the assessment of candidates.

The Single Subject Credential Program is a one-year (two-semester) program consisting of 20 units in courses and 14 units in fieldwork. Courses in the psychological and social foundations of education, general and subject-specific curriculum and instructional methods, special education, and English language and literacy are required.

Candidates immediately apply the knowledge and skills gained in courses in two semesters of

fieldwork, one part-time and one full-time. During their two fieldwork experiences, candidates teach at two grade levels or in two subject areas (e.g., Algebra 1 and Geometry). Both a traditional and an internship program are offered. Approximately 80 % of the candidates are enrolled in the traditional program. In either case, candidates work in ethnically diverse settings. Most candidates teach many students from low-income backgrounds, whether they do their fieldwork in an urban or rural setting.

In Fall 2013 a New Single Subject Program was launched. As the program had not been revised since the 1980's, the focus was on creating a forward thinking program to prepare students to teach 21<sup>st</sup> century learners. Changes were made to the program based on results of the Chancellor's Survey and from feedback from school district's who were hiring our candidates. A concerted effort was made to work with districts to be more responsive to district needs in the teaching force. Survey results from the Chancellor's Survey regarding candidate preparedness indicated that math and science students were better prepared than other students in other subject areas, so those programs were looked at as models. A series of meetings were held and an Ad Hoc Committee formed to lead the design process. It was recommended that changes be made in the preparedness of candidates in technology skills, techniques for working with English Learners, focusing on content area literacy and organizing students by interdisciplinary cohorts. Seminars were added in order to promote interdisciplinary work among students.

Linked Learning and Co-Teaching are part of the new program focus as well. In the past, a Linked Learning cohort was offered in the Fall semester of 2009 and again in the Fall semester of 2010. These cohorts prepared candidates to work in schools or programs that combine college preparation with career/technical education. Now, in Fall 2014 a Linked Learning focused partnership is starting in Porterville Unified School District to prepare students with a Linked Learning Focus. Additionally, Linked Learning principles are being infused across courses starting in CI 149 and SPED 158 and expanding to all courses in 2014-2015 school year. Co-Teaching seminars are held each semester for students and their Cooperating teachers and specialized secondary co-teaching seminars are being implemented and refined.

### **NEW PROGRAM Course of Study (Curriculum and Field Experience)**

Preprogram requirement: CI 149 Curriculum, Instruction and Technology in Secondary Classrooms 3 units

The sequence of study is as follows: **Semester 1**

CI 151	Social Foundations of Education	3 units
CI 152	Educational Psychology	3 units
LEE 156	Content Area Literacy and Communication in Secondary Classrooms**	3 units
CI 161	Methods and Materials Secondary Teaching	3 units

**OR**

SPED 158	Differentiated Instruction in Inclusive Secondary Settings	3 units
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EHD 155A	Student Teaching in Secondary School	4 units
EHD 154A	Student Teaching Seminar	1 unit
<b>Semester 2</b>		
EHD 155B	Student Teaching in Secondary School	10 units
LEE 157	Teaching English Learners in Secondary Classrooms**	3 units
CI 161	Methods and Materials Secondary Teaching	3 units
<b>OR</b>		
SPED 158	Differentiated Instruction in Inclusive Secondary Settings	3 units
Total		34 units

\*\* LEE 156 and LEE 157 will be switched in order to meet requirements for student entering Internship programs

One course is a prerequisite to the program CI 149 Curriculum, Instruction and Technology in Secondary Classrooms. Foundations of Education and CI 152 Educational Psychology before or concurrently with initial student teaching, EHD 155A.

Four courses, LEE 156 Content Area Literacy and Communication in Secondary Classrooms or LEE 157 Teaching English Learners in Secondary Classrooms on and SPED 158 Differentiated Instruction in Inclusive Secondary Settings or CI 161 Methods and Materials in Secondary Teaching, must be taken concurrently with initial student teaching, EHD 155A, and many course assignments are carried out in the field.

EHD 154A Seminar in Student teaching is taken during initial student teaching. These seminars provide an excellent opportunity for connecting the real- life classroom issues that candidates are facing with the theories and principles they have are learning in course work. EHD 154B Final Student Teaching Seminar is taken during final student teaching and is taught by Content Area Supervisors.

While all course work contributes in some way to preparing candidates in the critical areas of teaching English learners and teaching students with special needs, two courses are specifically focused on these areas. LEE 157 Teaching English Learners in Secondary Classrooms and SPED 158 Differentiated Instruction in Inclusive Secondary Settings looks at effective instruction for students with disabilities and other special needs.

Prior to admission to the Single Subject Credential Program, all students are required to have had a supervised field experience in a public school classroom. The primary purpose of this experience is to ensure that students have had the opportunity to gain an accurate picture of the complex and demanding role of today's public school teacher. Once admitted to the

program, students have two field experiences. The first experience is EHD 155A Student Teaching in the Secondary School. It is a semester-long, part-time placement, typically at a middle school. In this field placement, students spend two class periods per day, five days per week, in an appropriate single subject classroom, typically at the middle school level (i.e., seventh or eighth grade). At least one of the classes contains a substantial proportion of students who are English learners and are receiving instruction in the subject as well as in English language development. In EHD 155B (final student teaching) students are typically placed at a different school site, typically a high school, for the full school day. Over the course of a semester, they work up to teaching a minimum of four periods or the equivalent per day.

In each semester of fieldwork, candidates are supervised by both a master teacher and a university supervisor. In initial student teaching, university supervisors are expected to pay five to six supervisory visits. In final student teaching, university supervisors observe candidates in the field six to eight times. In both semesters, university supervisors conference with student teachers in connection with each visit and provide them with written feedback each time. In each semester, candidates are formally evaluated at an interim point and at the end of each semester with reference to their progress toward meeting the TPEs and meeting other program expectations for student teachers. Throughout the program, candidates are advised by the Single Subject Program coordinator, a designated Single Subject adviser, and a designated faculty member from the academic department associated with their Single Subject credential.

### **Assessment of Candidates**

Fresno Assessment of Student Teachers (FAST):

1. Site Visitation Project - This task assesses the candidate's ability to perform, document, and reflect upon his/her own instruction. This is a field-based assessment. It assesses the following TPEs: 2, 3, 4, 5, 6, 11, and 13). This assessment takes place in the first semester of student teaching.
2. Comprehensive Lesson Plan Project - This task assesses the candidate's ability to plan, implement and reflect upon his/her own instruction. This is an on-demand written assessment. It assesses TPEs 1[ELA], 6, 7, 8, and 9. This assessment takes place during the first semester of student teaching (initial student teaching).
3. Teaching Sample Project - This task assesses the candidates' ability to plan and teach a one- to four -week unit, to assess student learning related to the unit, and to document their teaching and their students' learning. This is a comprehensive, written assessment. It assesses the following TPEs: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, and 13. This assessment takes place during the second semester of student teaching (final student teaching).
4. Holistic Proficiency Project - 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 assessment. It assesses the following TPEs: 1, 3, 5, 7, 8, 10, 11, and 12. This assessment takes place during the second semester of student teaching (final student teaching). All scores earned by the teacher candidate are recorded electronically on TaskStream.

### **Dispositions Survey:**

This survey assesses the candidates' perception of the degree to which they exhibit dispositions (collaboration, reflection, valuing diversity, critical thinking, ethical behavior, professional attitudes, and life long learning) that the School promotes. It is administered when candidates enter and exit the program. These scores are recorded on Taskstream.

Overall Fieldwork Assessments (EHD 155A and EHD 155B): These assessments are based on attendance; punctuality; ability to interact professionally with the university supervisor, the master (cooperating) teacher, other teachers, and school administrators; and successful completion of the Fresno Assessment of Student Teachers. Each student is rated as satisfactory or unsatisfactory in regard to each of two fieldwork experiences.

### **Candidate Advice About Assessment**

Students are informed in writing of how they will be assessed in the program via the Student Teaching and Internship Handbook and the FAST Manual They also attend presentation describing the program's candidate assessment system during the first week of initial student system.

### **Internship**

The Internship and Single Subject program coursework/field experience differ only in the fieldwork experience. The coursework is identical and in field experience, Single Subject students take one semester of final student teaching and interns take two semesters as a paid teacher, which is their internship. Both programs 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.