

# **Single Subject Credential Program**

## **Program Summary**

### **Revised February 21, 2014**

#### **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 19 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 terms of program modifications over the last two years, 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.

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

The sequence of study is as follows:

#### **Semester 1**

CI 151	Social Foundations of Education	3 units
CI 152	Educational Psychology	3 units
CI 159	Curriculum and Instruction in Secondary Schools	3 units
CI 161	Methods and Materials in Secondary Teaching	3 units
SPED 121	Teaching Students with Special Needs in the Secondary General Education Setting	2 units
EHD 155A	Student Teaching in Secondary School	4 units

#### **Semester 2**

EHD 155B	Student Teaching in Secondary School	10 units
LEE 154	Content Area Language and Literacy for Secondary Learners	<u>5 units</u>
	Total	33 units

Course work is coordinated with fieldwork. Candidates are required to take CI 151 Social Foundations of Education and CI 152 Educational Psychology before or concurrently with initial student teaching, EHD 155A. Two courses, CI 159 Curriculum and Instruction and SPED 121 Teaching Students with Special Needs in the Secondary General Education Setting, must be taken concurrently with initial student teaching, EHD 155A, and many course assignments are carried out in the field. Seminars are conducted periodically by university supervisors 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. Finally, LEE 154 Content Area Language and Literacy for Secondary Learners cannot be taken before initial student teaching to ensure that students have sufficient experiential background to comprehend the material presented in this course.

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 154 Content Area Language and Literacy examines how to teach English learners and SPED 121 Teaching Students with Special Needs in the Secondary General Education Setting 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.