

MULTIPLE SUBJECT CREDENTIAL PROGRAM: PRELIMINARY MULTIPLE SUBJECT CREDENTIAL

Mission Statement

The mission of the Multiple Subject Credential Program offered by the Kalmanovitz School of Education (KSOE) at Saint Mary's College of California is to prepare elementary and middle school teachers who are highly effective in teaching the diverse population of California children and capable of becoming agents for positive social change.

The Preliminary Multiple Subject Credential authorizes teaching in self-contained settings in preschool, grades K-12 and adult classrooms as well as in core classrooms in grades 6 through 8; generally, however, this credential is held by those in elementary education and middle school core classrooms.

At the time of admission to the program, the applicant must either have fulfilled the California Basic Skills Requirement (BSR) or be registered for the next offering of one of the state approved routes to the BSR. Also, the applicant must either be subject matter competent at the time of admission or be registered for the next offering of the California Subject Examinations for Teachers (CSET) Multiple Subject exam.

Requirements for the Preliminary Credential

- Applicants must hold or expect to hold prior to the beginning of classes a bachelor's degree from an accredited U.S. school or its equivalent. International students must provide transcripts showing graduation from a recognized college or university with a degree normally requiring 15-16 years of prior education before graduation from college or university.
- Personal and professional fitness review: all credential personnel in California must undergo the Commission on Teacher Credentialing (CTC) background character review based upon submission of fingerprints to the California Department of Justice and the Federal Bureau of Investigation (FBI). Passage of the background check is completed when the CTC issues a document to the student. This clearance must be initiated with CTC prior to unconditional admission to the program and completed before participation in any student teaching placement.
- The credential requires the successful completion of one of the approved routes to fulfill the California Basic Skills Requirement (BSR). This requirement must be begun with admission to the program and fulfilled prior to participation in daily student teaching.
- All candidates are required to verify subject matter competence by passing the CSET Multiple Subject exam. This requirement must be begun with admission to the program and fulfilled prior to participation in daily student teaching.
- The United States Constitution requirement can be met either by passing an examination offered by a California college or university with a CTC-approved teacher preparation program or by successfully completing appropriate coursework in US government or US history at a regionally accredited college or

- university.
- Students admitted after Spring Term 2008 will be required to successfully complete the Performance Assessment for California Teachers (PACT) adopted by KSOE prior to being recommended to CTC for the preliminary credential.
 - All candidates are required to pass the Reading Instruction Competence Assessment (RICA) Exam prior to recommendation for the credential.

Supervised Teaching Placements: Each candidate must successfully complete two supervised teaching assignments at two different grade levels (K–2, 3–5, 6–8). The daily supervised teaching experience must be done in a public school, but placements in equivalent Western Association of Schools and Colleges (WASC) accredited private schools are also supported. One of the daily supervised teaching placements must include significant experience with English learners, and the public school must qualify as low performing and/or hard-to-staff. The program also supports a track for employed pre-credential teachers that requires a third summer placement. Placements are made in collaboration with the Field Experience Coordinator, candidate, principal, and Program Director. A college supervisor from the Kalmanovitz School of Education visits the school regularly to observe and confer with the candidate and master teacher.

- Before students can participate in the any student teaching placement course they must have completed the CTC personal and professional fitness process and have a document issued by CTC in their name.
- Before students can participate in the second student teaching placement course (daily supervised teaching), Multiple Subject Teacher Education (MSTE 320/330/440), they must have fulfilled the BSR requirement, obtained subject matter competence, and demonstrated competency in the Teacher Performance Expectations.
- Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) Authorization: The program will support students who are interested in earning a Bilingual Certificate in Spanish in addition to their credential. In order to do so the candidate needs to demonstrate competency in Spanish by passing Subtest III of the CSET exam set for Spanish, as well as CSET Spanish Subtests IV and V . The KSOE does not currently offer a coursework route to the BCLAD authorization, but candidates who wish to pursue the authorization will be provided with BCLAD supervised teaching placements and supervision upon their request.

Preliminary Multiple Subject Credential (35 units)

Required Courses

- MSTE 210 - Learning & Development in a Multicultural Society (2)
- MSTE 317 - Introduction to Field Experience (2)
- MSTE 275 - Health and Physical Education (1)
- MSTE 253 - Reading and Language Arts I (3)
- MSTE 345 - Curriculum & Instruction: Social Studies and Humanities (3)
- MSTE 350 - Curriculum & Instruction: Mathematics (3)
- MSTE 318 - Teaching Diverse Learners (3)
- MSTE 310 - Supervised Teaching I (3)

- MSTE 223 - Technology in the Classroom (1)
- MSTE 240 - PACT Practicum (2)
- MSTE 254 - Reading and Language Arts II (3)
- MSTE 349 - Curriculum & Instruction: Science (3)
- MSTE 314 - Seminar: Integrating Theory, Practice, and the Arts (3)
- MSTE 320/330 - Supervised Teaching II (3)
- MSTE 440 - Field Experience and Methods for English Learners (required only if student took MSTE 330) (3)

Multiple Subject Credential Courses

MSTE 210 Learning and Development in a Multicultural Society (2)

This course covers the nature of culture and the ways teachers can learn about their students' cultures, development, and learning and use that knowledge to facilitate and enhance student learning and growth. The development of the child is examined from multiple theoretical perspectives while honoring the role of languages and cultures within the classroom. Other topics include the sociopolitical context of schooling; the role and definition of race, ethnicity, and learning differences; and the impact of these on classroom equity, student self-esteem, and empowerment/disempowerment. Candidates are encouraged to reflect on how these theories inform their teaching practice. Theories and concepts are presented and explored through a combination of lecture, discussion, small group work, activities, video presentations, and field-based experience.

MSTE 223 Technology in the Classroom (1)

The purpose of this course is to prepare candidates to utilize technology appropriately and effectively in their teaching at all grade levels and in all subject matter. The course provides a foundation for understanding basic computer hardware, software, and the Internet; for utilizing basic computer applications, multimedia and the World Wide Web; and for selecting and creating innovative technology-based instructional materials. Candidates also examine best practices for integrating technology into classroom teaching. The emphasis is on learning computer-based tools to enhance communication, information, access, and problem solving.

MSTE 240 PACT Practicum (2)

This course supports candidates through the completion and submission of the Performance Assessment for California Teachers (PACT) Teaching Event. Candidates receive specific support in reflection on teaching, connecting theory and practice, and analysis of student work. Candidates also receive support in the technological aspects of producing the PACT Teaching Event, such as trimming video, scanning documents and burning materials to a CD.

MSTE 253 Reading and Language Arts I (3)

In this course, candidates survey theory and methods used to teach reading and language arts to upper elementary students. Balanced, literature-based, integrated, collaborative, process-oriented curriculum is emphasized. The course also includes making reading and language arts content accessible to English learners and students with special needs.

Content included in the Reading Instruction Competence Assessment (RICA) and the *English-Language Arts (ELA) Content Standards* is incorporated throughout the course.

MSTE 254 Reading and Language Arts II (3)

In this course, candidates survey theory and methods for teaching reading and language arts in the primary grades. Balanced, literature-based, integrated, process-oriented curriculum is emphasized. Literacy instruction for English learners is integrated into the curriculum. The course incorporates content included in the Reading Instruction Competence Assessment (RICA). It is aligned with the *English-Language Arts (ELA) Content Standards for California Public Schools* and the *English Language Development Standards*. *Prerequisite: MSTE 253*

MSTE 275 Health and Physical Education (1)

This course examines concepts of health and physical education in the schools. Emphasis is on current health issues for children and adolescents viewed in the context of child development; on the responsibilities of teachers and the school community in promoting child health; on curricular strategies that contribute to the healthful behavior of children; and instruction in the *Health and Physical Education Frameworks for California*.

MSTE 310 Supervised Teaching I (3)
(Taken concurrently with MSTE 318)

The candidate is supervised in a school classroom for a minimum of two full days and one-half day a week for eighteen weeks. Student teachers teach a minimum of five observed lessons. A college supervisor observes the student teacher in the placement and provides instructional feedback.

MSTE 314 Seminar: Integrating Theory, Practice and the Arts (3)
(Taken concurrently with MSTE 320)

This seminar is the capstone of the Multiple Subject Program. The seminar focuses on the integration of research, theory, and practice. It promotes reflective self-analysis through the use of case methods applied to written and videotaped cases. Candidates develop their own cases based on their teaching experiences, deepening their understanding of the classroom context and linking them to larger principles. The course emphasizes instruction and assessment of linguistically and culturally diverse students and students with special needs. Throughout the semester, candidates continue to build competencies in subject matter instruction based on content standards, including integration of the visual and performing arts. The course emphasizes teaching and learning in and through the arts, fostering arts integration as an effective approach that benefits all students. The seminar supports candidates in their second supervised teaching placement, enhancing their personal and professional growth and development as a teacher. *Prerequisite: MSTE 318*.

MSTE 317 Introduction to Field Experience (2)

This course introduces candidates to social, historical, cultural, legal and ethical foundations of education. Candidates learn about California demographics and linguistic diversity, and students with special needs. Models and implementation of classroom management are discussed. Candidates become familiar with the Standards and Teacher

Performance Expectations (TPEs) of the SB 2042 Credential. Candidates also begin to develop their professional portfolios.

MSTE 318 Teaching Diverse Learners (3)

(Taken concurrently with MSTE 310)

This course introduces candidates to the philosophy and practice of teaching special populations in general education classrooms, focusing on the legal bases, principles of assessment, best practice, and differentiated instruction for all students. Topics that are addressed include school program models; culturally and linguistically responsive pedagogy; creating a supportive, healthy environment for student learning; and universal access to curriculum. Effective methods of communication and ways to involve families in the school are also covered. Universal access to curriculum through incorporating Specially Designed Academic Instruction in English (SDAIE strategies) and developing students' academic language are specifically addressed. This seminar supports candidates in their initial student teaching placement, with the goal of enhancing their personal and professional growth and development as teachers.

MSTE 320 Supervised Teaching II (3)

(Taken concurrently with MSTE 314)

The candidate is supervised in a classroom placement for a minimum of four days a week for fourteen weeks. The experience culminates in the student teacher assuming primary responsibility for teaching the full curriculum for a minimum of two weeks.

Prerequisites: MSTE 310.

MSTE 330 Supervised Teaching III: (3) (Employed Teachers Only)

Multiple Subject (Non-CLAD)

(Taken concurrently with MSTE 314)

This course is designed for those candidates employed in a self-contained or CORE classroom for a minimum of fourteen weeks in a WASC-accredited school. Candidates teach a minimum of six observed lessons.

Prerequisite: MSTE 310.

MSTE 345 Curriculum and Instruction: Social Science and Humanities (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California History-Social Studies Framework and Content Standards* for students. Candidates learn subject matter pedagogy, instructional methods and materials for use in social studies and humanities education, and curriculum integration. The course emphasizes research on how children construct their understanding of history, the humanities, and critical thinking skills. Candidates learn to design instructional objectives, plan lessons, and assess student learning, with special emphasis on providing access to the core curriculum for English learners and students with special needs.

MSTE 349 Curriculum and Instruction: Science (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California Science Framework and Content Standards* as a foundational resource for understanding the elementary and middle school science curriculum. The course will

introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in science education. The focus is on assessment, curriculum planning, and teaching techniques that promote differentiated instruction to facilitate the learning of science by all students.

MSTE 350 Curriculum and Instruction: Mathematics (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California Mathematics Framework and Content Standards* as a foundational resource for understanding the elementary and middle school mathematics curriculum. The course will introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in mathematics education. It focuses on assessment, curriculum planning, and teaching techniques that promote differentiated instruction that facilitates the learning of mathematics by all students.

MSTE 440 Field Experience and Methods for English Learners (3)

This course emphasizes the practice of methods and use of materials for teaching English Learners in a school that is hard to staff. The candidate participates in 50 hours of direct instruction over a period of 3–4 weeks, including 3 half days of full assumption of teaching duties (17 hours of uninterrupted class instruction). A significant number of the students in the class should be English learners. A Saint Mary's College supervisor observes the candidate a minimum of three times. This course is for candidates who have been employed in a private or public school setting during their other supervised teaching placements and wish to earn a Multiple Subject Preliminary Credential. This is a 3-unit course that combines in-class sessions and field experience. The class sessions meet weekly and are offered during the summer months.