

SINGLE SUBJECT CREDENTIAL PROGRAM: PRELIMINARY SINGLE SUBJECT CREDENTIAL

Mission Statement

The mission of the Single Subject Credential Program is to prepare teachers to be competent practitioners and agents for positive, personal and social change.

The Single Subject Preliminary Credential is intended for those interested in teaching at the middle school, junior high, or high school level. It authorizes the candidate to teach a specific subject in a departmentalized class in grades K–12.

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 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 appropriate CSET exam or be enrolled in an appropriate CTC-approved subject matter program.

Requirements for the Preliminary Credential

- The credential requires that the student have earned a baccalaureate degree from a regionally accredited institution or its equivalent. It is strongly recommended that all baccalaureate coursework be completed before entering the credential program.
- Moral fitness review: all credential personnel in California must undergo the CTC's background character review based upon submission of fingerprints to the California Department of Justice and the FBI. Passage of the background check is completed when the CTC issues a document in to the student. This clearance must be completed prior to participation in daily student teaching.
- The credential requires the successful completion of one of the approved routes to fulfill the California Basic Skills Requirement (BSR).
- All candidates are required to verify subject matter competence by passing the CSET Multiple Subject exam. This requirement must be fulfilled prior to participation in student teaching.
- The US 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 PACT Teacher Performance Assessment (TPA) adopted by the SOE prior to being recommended to CTC for the preliminary credential.

Student Teaching Placement: Each candidate must successfully complete two teaching assignments in at least two different cultural and socioeconomic settings. In addition, one of the placements must be in a classroom in which a significant number of students are English learners and the cooperating teacher (field supervisor) is certified to teach English learners. Placements are made through the college supervisor and coordinator of placement and supervision. All candidates will do the second phase of student teaching in a partnership school. A supervisor from the Single Subject Program will visit the school(s) regularly to observe and confer with the

candidate and field supervisor. Placements in equivalent (WASC accredited) private schools are also supported.

- Before students can participate in the daily student teaching course (SSTE 356: Teaching and Learning II), they must have completed the CTC moral fitness review, fulfilled the BSR requirement, be the subject matter competent and have demonstrated competency in the Teacher Performance Expectations.
- BCLAD Authorization: The program will support students who are interested in earning a Bilingual Certificate in Spanish. In order to do so the candidate needs to demonstrate their competency in Spanish language by passing the Spanish Subtest III, as well as CSET subtests IV and V for the target language. Due to practical considerations relating to cost and the availability of the CSET exams, the SOE does not currently offer a coursework route to the BCLAD authorization, but candidates who wish to pursue the authorization will be provided with BCLAD student teaching placements and supervision upon their request.

Preliminary Single Subject Credential (35 Units)

Core Courses

SSTE 211 - Social and Psychological Foundations of Education (3)

SSTE 215 - Foundations in Secondary Education (3)

SSTE 225 - Instructional Design (3)

SSTE 226 - Technology and PACT Preparation (2)

SSTE 254 - Foundations of Literacy (1)

SSTE 274 - Universal Access to Education (3)

SSTE 276 - Health Education (1)

SSTE 346 - Teaching and Learning I (8)

SSTE 356 - Teaching and Learning II (11)

Single Subject Credential Courses

SSTE 211 Social and Psychological Foundations of Education (3)

This course is intended to provide the background for candidates to understand, evaluate and apply a variety of theories dealing with how children and adolescents learn and develop so that they can make well-informed decisions in the classroom. This course explores the philosophical, historical and cultural context of education and the resulting implication for teaching. Candidates will also examine the psychological, sociological, moral and cognitive processes in childhood and adolescence, and the resulting implications for teaching. Based on current knowledge of human development and behavior, candidates will learn about strategies that can be employed to enhance learning.

SSTE 215 Foundations in Secondary Education (3)

This course is intended to function as an extensive orientation and introduction for the entire Single Subject Credential Program. Candidates learn about the Lasallian tradition and educational philosophy and how they inform the Single Subject Credential Program at Saint Mary's College. The purpose and definition of education as manifested in the California Teaching Performance Expectations (TPE) and Teaching Performance Assessments (TPA) are presented as well as an introduction to English learners, students with special needs, and students

with a wide range of reading ability.

SSTE 225 Instructional Design (3)

The purpose of this course is to lay a foundation for a successful fieldwork component of Teaching and Learning II field placement in which the candidate takes on increased teaching responsibilities. This course consists of an integration of coursework and fieldwork. Student teachers are asked to actively prepare for the responsibilities of the fieldwork component of Teaching and Learning II, which consists of teaching two periods and team-teaching a third period for an entire site semester. During this course, student teachers become familiar with the school site and the classes they will be teaching.

SSTE 226 Technology and PACT Preparation (2)

This course is designed to prepare students to thoroughly understand the Teaching Event Handbook/Rubric for their subject area and the philosophical frame of reference for the Performance Assessment for California Teachers (PACT). The course will also provide training in the technologies needed to complete the PACT.

SSTE 254 Foundations of Literacy (1)

This course is intended to assist candidates in becoming competent literacy instructors, incorporating literacy across the curriculum. Teaching reading and writing skills effectively is more than a matter of informed decision-making; it truly begins when teachers choose to transcend the traditional confines of their particular content area. This class will provide many opportunities to engage candidates in this dialogue in meaningful ways and, in the process, offer a rich personal and professional experience in learning ways to help student's access important information through text and other print media.

SSTE 274 Universal Access to Education (3)

This course is designed to prepare teacher candidates with the knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners and special needs students. This course will examine federal and state laws that regulate programs and services for English Learners and students with special needs, including students with disabilities and gifted and talented students. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the academic content standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in the general education classroom.

SSTE 276 Health Education (1)

Health Education will examine concepts of health and health education in the schools. Emphasis will be placed 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; and on curricular strategies that contribute to the healthful behavior of children.

SSTE 346 Teaching and Learning I (8)

(Includes field placement—4 units for course and 4 units for field placement) This course is designed to prepare teachers to design lessons and units that are based on sound teaching and

learning principles that are in accord with state frameworks and academic content standards, reflecting current knowledge about how to best teach adolescents from different cultural, linguistic, ethnic, and socioeconomic backgrounds and with different learning strengths. Candidates will select, assess, and use a variety of instructional strategies and techniques and there will be time to practice and reflect upon what they learn. **Field Component:** This course is connected to the 10-week field component. Candidates will have opportunities during every class session to reflect upon and debrief their learning and teaching experiences in the field in a seminar setting.

SSTE 356 Teaching and Learning II (11)

(Includes field placement—4 units for course and 7 units for field placement) This course provides support for the final fieldwork placement. Based upon state frameworks and content standards, candidates will learn how to become critically reflective teachers capable of making sound decisions regarding curriculum and instructional practices in subject-matter pedagogy. Reflection and thought as to how, what, and why one selects and values a particular instructional material or strategy is seen as critical to the formation of teaching skill. Therefore, time will be allotted during each session for consideration and assessment of field classroom experience and instruction. Numerous issues of concern to beginning teachers (e.g. teaching methods, classroom management, planning, assessment, etc.) will be addressed. **Field Component:** This course is connected to the 16–18 week field component. The field placement for this course requires candidates to teach the entire semester (according to the school site calendar) at their field placement site. Candidates will have opportunities during every class session to reflect upon and debrief their learning and teaching experiences in the field in a seminar setting.