

**PROGRAM SUMMARY
MULTIPLE SUBJECT (ELEMENTARY)
SINGLE SUBJECT (SECONDARY)**

I. Program Design

The rationale for the Multiple Subject (Elementary) and Single Subject (Secondary) Teacher Preparation Programs at USD is based upon the School of Leadership and Education Sciences “ACE”: academic excellence, critical inquiry, reflection; community and service; and, ethics, values and diversity. The ‘ACE’ themes undergird all aspects of the multiple and single subject credential programs.

Leadership within the credential program

The Multiple and Single Subject Teaching Credential programs are housed in the Department of Learning and Teaching. Credential candidates can take a traditional credential program, or a “fast-track” combined credential and masters program. There is a department chair who has leadership responsibility for all programs in the department and each credential program has a coordinator. These positions are currently staffed by:

Learning and Teaching Department Chair:	Dr. Heather Lattimer
Director of Field Experiences Traditional Multiple Subject (Elementary) and Single Subject (Secondary) Program Coordinator	Dr. Helene Mandell
Master’s Credential Cohort Multiple Subject (Elementary) Coordinator	Dr. Bobbi Hansen
Master’s Credential Cohort Single Subject (Secondary) Coordinator	Dr. Sandy Buczynski

The general education credential programs also have the following additional administrators and staff who support the programs:

Assistant Director of Programs	Sergio Rodriguez
Program Specialist	Kathy Estey
Field Experience Manager—Multiple Subject (Elementary)	Betsey Gibbs
Field Experience Manager—Single Subject (Secondary)	Adele Chandler
Administrator for Special Projects	Dr. Mariam True
Credentials Analyst	Linda Dews
Executive Assistant	Maria Menezes

Communication within the credential program and with the institution

There are several regular meetings and standing committees that support communication within the credential programs and with the institution. The follow meetings/committees meet as noted below:

- Department meetings (monthly)
- Credential faculty meetings (monthly)
- Field experience staff meetings (weekly)
- Supervisor meetings and orientations (beginning and end of each semester)
- Liberal Studies advisory meetings (bi-monthly)
- General program advisory meetings (annually)

Also electronic surveys are used extensively for input from various stakeholders. Candidates, University Supervisors, and Cooperating teachers complete surveys rating each other, the curriculum, etc. at the end of every semester.

Program modifications over the recent three years

2008-2011

- Added MCC programs (summer 2008 secondary; summer 2011 elementary)
- Created field experience team to integrate and manage all field experiences across program
- Implemented supervision during field experience practicum
- Hired new supervisors that diversified the pool
- Clearly identified field placement criteria and began the process of profiling schools and making more purposeful placements
- Fully implemented online evaluations for candidates, university supervisors, and cooperating teachers
- Began “Faculty Roundtable” to review prospective student teachers
- Expanded the pool of interviewers for the Advancement to Student Teaching Interviews by adding classroom teachers
- Assigned content specialists as single subject supervisors
- Started Balboa Elementary School Practicum Project
- Prepared Preferred Course Sequence for credential programs
- Operationalized use of TaskStream for “blind” scoring of PACT
- Worked closely with Director of Liberal Studies to “bridge” relations between Multiple Subject Program and Undergraduate candidates
- Supported an “employment” panel of local school administrators to assist teacher candidates in obtaining teaching positions
- Director of Professional Services (MS/SS Coordinator) taught Student Teaching Seminar

II. Course of Study (Curriculum and Field Experience)

There are 3 basic options a candidate has to earn a Multiple Subject (Elementary) or Single Subject (Secondary) Credential:

- Undergraduate traditional program
- Graduate traditional program
- Master’s Credential Cohort program (MCC)

(MCC candidates take the courses in the same sequence, on a “fast track” pace)

All courses are taken within the blocks presented in Figures 1 through 4 (below). While there is flexibility within each of the blocks but candidates are required to move through the blocks in sequential order. Figures 1-4 below list the course sequence, number of units and field hours required in each option:

**FIGURE 1
UNDERGRADUATE PREFERRED COURSE SEQUENCE
(Multiple Subject-Elementary)**

FOUNDATIONS BLOCK (must be completed before beginning Methods Block)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
ENGL 318 Development of the English Language	3	na
EDUC 381C Multicultural and Philosophical Foundations of Teaching in a Global Society	3	10 hours
EDUC 382 Psychological Foundations of Education	3	10 hours

METHODS BLOCK (may be taken concurrently with the Foundations Block and must be completed before beginning Student Teaching)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 385P Elementary Curriculum Methods for Global Classrooms	6	50 hour practicum
EDUC 383P Methods of Teaching Literacy and Language Arts	3	50 hour practicum
EDUC 384C Methods of Teaching English Language and Academic Development in Cross Cultural Contexts	3	25 hours
EDSP 389 Healthy Environments and Inclusive Education	3	5 hours

STUDENT TEACHING BLOCK (courses taken concurrently)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 490P Student Teaching	9	Full-day full-time

		assignment in K-12 school
EDUC 490S Student Teaching Seminar	3	na

**FIGURE 2
GRADUATE PREFERRED COURSE SEQUENCE
(Multiple Subject-Elementary)
(MCC Elementary)**

FOUNDATIONS BLOCK (must be completed before beginning Methods Block)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 558XB First and Second Language Development for the Classroom Teacher	3 CEU	5 hours
EDUC 581C Multicultural and Philosophical Foundations of Teaching in a Global Society	3	10 hours
EDUC 582 Psychological Foundations of Education	3	10 hours

METHODS BLOCK (Traditional candidates may take Foundations Block concurrently with Methods Block. Both must be completed before beginning Student Teaching; MCC take this block concurrently with Student Teaching)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 585P Elementary Curriculum Methods for Global Classrooms	6	50 hour practicum
EDUC 583P Methods of Teaching Literacy and Language Arts	3	50 hour practicum
EDUC 584C Methods of Teaching English Language and Academic Development in Cross Cultural Contexts	3	25 hours
EDSP 589 Healthy Environments and Inclusive Education	3	5 hours

STUDENT TEACHING BLOCK (courses taken concurrently)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 590P Student Teaching	9	Full-day full-time assignment in K-12 school
EDUC 590S Student Teaching Seminar	3	na

OR

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 551, 552 Student Teaching (MCC)	8	Semester 1 part-time Semester 2 full-time assignment in K-12 school
EDUC 567 Student Teaching Seminar (MCC)	4	na

FIGURE 3
GRADUATE PREFERRED COURSE SEQUENCE
(Single Subject-Secondary)
(MCC Secondary)

FOUNDATIONS BLOCK (must be completed before beginning Methods Block)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 558XB First and Second Language Development for the Classroom Teacher	3 CEU	5 hours
EDUC 581C Multicultural and Philosophical Foundations of Teaching in a Global Society	3	10 hours
EDUC 582 Psychological Foundations of Education	3	10 hours

METHODS BLOCK (Traditional candidates may take Foundations Block concurrently with Methods Block. Both must be completed before beginning Student Teaching; MCC take this block concurrently with Student Teaching)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 532P Curriculum and Methods of Teaching in Secondary Schools in a Global Society	3	50 hour practicum
EDUC 534P Methods of Teaching Literacy in Secondary Schools In A Global Society	3	50 hour practicum
EDUC 584C Methods of Teaching English Language and Academic Development in Cross Cultural Contexts	3	25 hours
EDSP 589 Healthy Environments and Inclusive Education	3	5 hours

STUDENT TEACHING BLOCK (courses taken concurrently)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 591 Student Teaching	9	Full-day full-time assignment in K-12 school
EDUC 591 Student Teaching Seminar	3	na

OR

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 551, 552 Student Teaching (MCC)	8	Semester1 part-time Semester 2 full-time assignment in K-12 school
EDUC 567 Student Teaching Seminar (MCC)	4	na

FIGURE 4
UNDERGRADUATE PREFERRED COURSE SEQUENCE
(Single Subject-Secondary)

FOUNDATIONS BLOCK (must be completed before beginning Methods Block)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
ENGL 318 Development of the English Language	3	na
EDUC 381C Multicultural and Philosophical Foundations of Teaching in a Global Society	3	10 hours
EDUC 382 Psychological Foundations of Education	3	10 hours

METHODS BLOCK (may be taken concurrently with the Foundations Block and must be completed before beginning Student Teaching)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 332P Curriculum and Methods of Teaching in Secondary Schools in a Global Society	3	50 hour practicum
EDUC 334P Methods of Teaching Literacy in Secondary Schools In A Global Society	3	50 hour practicum
EDUC 384C Methods of Teaching English Language and Academic Development in Cross Cultural Contexts	3	25 hours
EDSP 389 Healthy Environments and Inclusive Education	3	5 hours

STUDENT TEACHING BLOCK (courses taken concurrently)

<i>Course title</i>	<i>Units</i>	<i>Field requirement</i>
EDUC 491 Student Teaching	9	Full-day full-time assignment in K-12 school
EDUC 491 Student Teaching Seminar	3	na

III. Assessment of Candidates

There are multiple means of candidate assessment throughout the multiple and single subject programs. A rich assessment system supports candidates to become self-reflective, life-long learners, traits that are identified as important in the adult education and teacher development literature. The final assessment for credential recommendation is done by the credential via review of candidate transcripts and assessment documentation provided by the Program Coordinator including student teaching and student teaching seminar performance, PACT score, and after confirming that all CTC credential requirements have been met.

The table below lists the various instruments and experiences on which all multiple and single subject credential candidates are assessed:

Multiple and Single Subject Credential Candidate Assessments

<i>When</i>	<i>What</i>	<i>Who</i>	<i>Outcome</i>
Group orientation meeting for beginning candidates	Discussion of various assessments, TPEs and PACT	Faculty, Program Administrators and Candidates	Knowledge of assessment during program, TPEs and PACT
Continuing assessment in coursework	Embedded signature assignments (ESAs)	Course Instructors	Development of knowledge/skills measured against PACT rubrics
Midpoint Admission to student teaching	Advancement to student teaching interview	2 Interviewers (Program Faculty University Supervisors and/or Cooperating Teachers)	Admit or deny entrance to student teaching; provide support for remediation or reapplication
	Embedded signature assignments	Course Instructors	
	Practicum evaluations reviewed,	Program Coordinator, Faculty	
	Roundtable discussion	Program Coordinator, Faculty	
Student teaching	Midterm and final assessment	Cooperating Teacher; University Supervisor	Formative and summative student teaching assessment
	PACT Teaching Event	Trained PACT Assessors	

Exit assessment	Comprehensive evaluation of teacher candidates	Credential Analyst; Program Coordinator; Student Teaching Seminar Instructor; Cooperating Teacher; University Supervisor	Recommendation or non-recommendation for credential
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