

UNIVERSITY OF CALIFORNIA, BERKELEY
GRADUATE SCHOOL OF **Education**



HANDBOOK FOR

Multiple and Single Subject
Teaching Credential Students

Handbook for Multiple & Single Subject Teaching Credential Students

This handbook contains information about Multiple and Single Subject teaching credential requirements. It covers California state regulations administered by the Commission on Teacher Credentialing, and University/Graduate School of Education requirements for the following programs:

Developmental Teacher Education (DTE)

Multiple Subject Credential with M.A.

Multicultural Urban Secondary English (MUSE)

Single Subject Credential in English with M.A.

Master's and Credential in Science and Mathematics Education (MACSME)

Single Subject Credential in Mathematics with M.A.

Single Subject Credential in Biological Sciences with M.A.

Single Subject Credential in Chemistry with M.A.

Single Subject Credential in Physics with M.A.

Single Subject Credential in Geoscience with M.A.

The handbook is designed to answer the questions most frequently asked by credential program students. It should be used in conjunction with information from your program, which describes the goals, standards, methods and objectives of the program in more detail. You should also refer to the Handbook for Advanced Degree Students for information on procedures, regulations, and requirements for your M.A. degree.

For more information on credential requirements, please contact:

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Multiple Subject and Single Subject Teaching Credentials

Multiple Subject Instruction

Multiple Subject Instruction refers to the practice of assignment of teachers and students for multiple subject matter instruction, as is commonly practiced in California elementary schools and early childhood education settings. Teachers who are authorized for multiple subject instruction may be assigned, with their consent, to teach in any self-contained classroom, including pre-school, kindergarten and grades 1-12, or in classes organized primarily for adults.

Single Subject Instruction

Single Subject Instruction refers to the practice of assignment of teachers and students to specified subject matter courses, as is commonly practiced in most California middle schools and high schools. Teachers who are authorized for single subject instruction may be assigned, with their consent, to teach any subject in their authorized field(s) at any grade level, including pre-school, kindergarten and grades 1-12, or in classes organized primarily for adults.

Credential Types - SB 2042

SB 2042 refers to Senate Bill 2042, the legislation that authorizes the current California credential standards and requirements.

2042 Preliminary Credential

Issued upon completion of a professional teacher preparation program. Valid for five years, issued if all credential requirements have been satisfied including completion of a Performance Assessment for California Teachers (PACT). If requirements for the clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the document is renewed.

2042 Clear Credential

Individuals who complete a professional teacher preparation program and receive a five-year preliminary credential must earn a clear credential by completing a Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

English Learner (EL) Authorization

Professional Preparation under SB 2042 includes the requirements of AB 1059 (Ducheny); all SB 2042 credentials include the authorization to teach English Learners in the regular classroom. This EL authorization covers the following types of instruction:

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)

Since your 2042 credential includes the EL authorization, there is no need for you to obtain a CLAD certificate, which covers the same types of instruction.

Credential Program Coursework And Scheduling Information

Grade Point Average

The Graduate Division requires that a minimum grade point average of 3.0 be maintained for all courses taken while enrolled in a teacher education program. A minimum grade of C- or S is required for all required courses.

Scheduling

Student teaching typically follows the public school calendar and takes precedence over the University scheduling of classes, vacations and semester breaks.

Full-time Study

Because credential programs require intensive full-time attention to varying patterns of campus instruction and practice teaching assignments in schools, the demands of the program necessitate full-time study.

Credit by Examination

Credit may not be obtained by examination in lieu of the Education courses required for the teaching credential.

Grading

Certain required courses for the teaching credential may be taken on an S/U basis. Contact the program coordinator for authorization. Please note that the Graduate Division stipulates that no more than one-third of a student's program may be taken satisfactory/unsatisfactory.

Required Courses

The course schedule for each credential program is listed on the following pages. Please consult the GSE website (gse.berkeley.edu) for course descriptions.

DTE Course Schedule
2011- 2012
(Cohort entering in Fall 2011)

Summer 2011

EDUC 149	Foundations for Teaching Language Arts	(2)
EDUC 207D	Assessment & Education of Exceptional Pupils in Regular Classes	(2)
EDUC 211B	Human Development and Education	(3)
EDUC 290C	Special Topics Seminar: Foundations for Teaching Science	(2)
EDUC 390C	Supervised Teaching in Elementary Education	(2)

		(11)

Fall 2011

EDUC 158	Foundations for Teaching Reading in Grades K-8 (first ten weeks)	(2)
EDUC 160	Foundations for Teaching Social Studies	(1)
EDUC 211A	Human Development and Education	(3)
EDUC 283F	Urban Education	(3)
EDUC W289	Comprehensive Health Education for Teachers	(1)
EDUC 390C	Supervised Teaching in Elementary Education	(5)

		(15)

Spring 2012

EDUC 211C	Human Development and Math Education	(4)
EDUC 246A	Teaching Linguistic and Cultural Minority Students	(3)
EDUC 390C	Supervised Teaching in Elementary Education	(8)
EDUC 391A	Technology, Curriculum, and Instruction I	(1)

		(16)

Summer 2012

EDUC 2XX	Advanced Human Development and Education – MA Project Seminar	(3)
EDUC XXX	English Language Development Field Study	(4)

		(7)

Total Units: 49

MUSE Course Schedule
2011 - 2012
(Cohort entering in Fall 2011)

Summer 2011

EDUC 245A Approaches in Teaching English as a Second Language	(3)
EDUC 249C Foundations in Reading for Secondary Schools	(3)

	(6)

Fall 2011

EDUC 207D Assessment and Education of Exceptional Pupils in Regular Classes	(2)
EDUC 240A Language Study for Educators	(3)
EDUC 244B Methods for Teaching English in the Secondary Schools	(4)
EDUC 283F Urban Education	(3)
EDUC W289 Comprehensive Health Education for Teachers	(1)
EDUC 390A Supervised Teaching for Secondary English	(7)

	(20)

Spring 2012

EDUC 212 Adolescent Development and the Teaching of Secondary English	(3)
EDUC 244C Methods for Teaching English in the Secondary Schools	(3)
EDUC 295C Integrating Technology into Secondary English Instruction	(4)
EDUC 390B Supervised Teaching for Secondary English	(8)

	(18)

Fall 2012

EDUC 290B Teacher Research Seminar	(4)
EDUC 294B Thesis Seminar – LLSC	(4)

	(8)

Total Units: 52

MACSME Course Schedule

2011 – 2013

(Cohort entering in Fall 2011)

Fall 2011 (First Semester)

SME 210(#1)	Practicum in Science and Math Education Research and Development	(2)
SME 210(#2)	Practicum in Science and Math Education Research and Development	(2)
EDUC 223B	Special Problems in Mathematics, Science, and Technology Education	(2)
EDUC 224A	Mathematical Thinking and Problem Solving	
-OR-		(3)
EDUC 290C(#9)	Special Topics Seminar: Scientific Thinking and Learning	
EDUC 231	Instruction in Secondary Schools: Math Teaching Methods	
-OR-		(2)
CHEM 303	Apprentice Teaching in Science	
EDUC 390D	Supervised Teaching in Mathematics and Science for Secondary Schools	(2)

		(13)

Spring 2012 (Second Semester)

EDUC 223B	Special Problems in Mathematics, Science, and Technology Education	(2)
EDUC 231	Instruction in Secondary Schools: Math Teaching Methods	
-OR-		(2)
CHEM 303	Apprentice Teaching in Science	
EDUC 249C	Foundations in Reading for Secondary Schools	(3)
EDUC 290C(#10)	Special Topics Seminar: Methods for Classroom Based Research	(3)
EDUC 390D	Supervised Teaching in Mathematics and Science for Secondary Schools	(3)

		(13)

Fall 2012 (Third Semester)

EDUC 207D	Assessment & Education of Exceptional Pupils in Regular Classes	(2)
EDUC 223B	Special Problems in Mathematics, Science, and Technology Education	(2)
EDUC 231	Instruction in Secondary Schools: Math Teaching Methods	
-OR-		(2)
CHEM 303	Apprentice Teaching in Science	
EDUC 246A	Teaching Linguistic & Cultural Minority Students	(3)
EDUC 390D	Supervised Teaching in Mathematics and Science for Secondary Schools	(6)

		(15)

Spring 2013 (Fourth Semester)

EDUC 223B	Special Problems in Mathematics, Science, and Technology Education	(2)
EDUC 231	Instruction in Secondary Schools: Math Teaching Methods	
-OR-		(2)
CHEM 303	Apprentice Teaching in Science	
EDUC 283F	Urban Education	(3)
EDUC 289	Comprehensive Health Education for Teachers	(1)
EDUC 295B	Technology, Curriculum, and Instruction	(3)
EDUC 390D	Supervised Teaching in Mathematics and Science for Secondary Schools	(2)

		(13)

TOTAL UNITS: 54

General State Requirements For Credentials

Certificate of Clearance

A Certificate of Clearance, issued by the Commission on Teacher Credentialing, is required **prior to** field placement. Through a Live Scan (finger printing) process, candidates' background will be checked by the FBI and the Department of Justice. Individuals who already hold a valid California Certificate of Clearance, teaching credential or permit, will not be required to duplicate the fingerprint clearance process. Instead, please submit a copy of the credential or permit to the GSE Credential Analyst. Individuals who have received fingerprint clearance through a public school district, other California agencies, or in other states are **not** exempt from this process. Applicants should be aware that a previous criminal record may prevent certification. Instructions for completing the Certificate of Clearance requirement are sent to all incoming credential students in the spring. For more information, please see the Credential Analyst.

U.S. Constitution

All candidates are required to take an approved college level course **or** pass an examination on the principles and provisions of the U.S. Constitution. This requirement may be fulfilled in advance, or while enrolled in the credential program. A bachelor's degree from the California State University (CSU) system automatically satisfies this requirement. Credit for high school courses is not acceptable for satisfying the requirement. Coursework completed in another state may satisfy the requirement, if the content of the course can be verified. In such cases, please submit a detailed course description, or syllabus, to the Credential Analyst for an equivalency evaluation. Courses must be at least two semester units, or three quarter units.

The following courses offered at UCB fulfill the Constitution requirement for a California teaching credential:

History 7A	Introduction to the History of the United States (Colonial to Civil War)
History 7B	Introduction to the History of the United States (Civil War to Present)
History 121B	The Colonial Period and American Revolution
PS 1	Introduction to American Politics
PS 157A; 157B	Constitutional Law of the United States
Legal Studies 176	Twentieth Century American Legal and Constitutional History
Legal Studies 177	Survey of American Legal & Constitutional System.
Legal Studies 178	Seminar on American Legal and Constitutional History

U.S. Constitution Exams: Many local colleges and county offices of education offer approved examinations for the US Constitution requirement. A few which are regularly used by GSE students are:

JFK University in Pleasant Hill, (925) 969-3575

Alameda County Office of Education: <http://www.acoe.org>, (510) 670-4262

Contra Costa County Office of Education: <http://www.cccoe.k12.ca.us>, (925) 942-5388

Notre Dame de Namur University: offers an approved online exam at: www.usconstitutionexam.com

Please contact the Credential Analyst for more information on these examinations. Once you have received your exam results, you must submit the **original** official score report to the Credential Analyst.

CPR

Current certification in Cardiopulmonary Resuscitation (CPR) is needed for the health education requirement to be fully satisfied. CPR training must cover **INFANTS, CHILDREN AND ADULTS**. The course must be an in-person, hands-on course. Online CPR courses are **not** acceptable. The CPR requirement may be satisfied through:

[American Heart Association](#) - Heartsaver Adult & Pediatric CPR

[American Red Cross](#) - Adult, Infant & Child CPR with AED

[Fast Response](#) – Community CPR

[Safety Training Seminars](#) – CPR for Community

After completing the course, you must bring the **original verification card** to the Credential Analyst, so that a certified copy can be made for your file.

Developing English Language Skills, including Reading

Completion of a course in the methods of teaching reading is included in all teaching credential programs. In addition, candidates for the **Multiple Subject Credential** must pass the **Reading Instruction Competence Assessment (RICA)** before they can be recommended for the credential. Registration materials for the RICA exam are made available to students through the DTE program. Exam registration information is also available online at: www.ctcexams.nesinc.com, or in 1600 Tolman.

Technology Education

Technology education is required for both the preliminary and the clear credential. To meet this requirement at the foundational level for the preliminary teaching credential, the GSE incorporates the required computer skills in all its teacher preparation programs.

Basic Skills Requirement

The basic skills requirement may be satisfied by one of the following methods:

1. Passing the California Basic Educational Skills Test (CBEST).
2. Passing the California Subject Examinations for Teachers (CSET): Multiple Subject **Plus Writing Skills** Examination (beginning with the May 19, 2007 test administration). All four subtests must be passed.
3. Passing a basic skills examination from another state. Contact the Credential Analyst for more information on this option.
4. Passing the CSU Early Assessment Program (EAP) Placement Tests. California high school students only, taken during spring of 11th grade. Results for English and Math must indicate “College Ready” or “Exempt”.
5. Passing the CSU Entry Level Math (ELM) & English Placement Test (EPT) Placement Tests. Taken by incoming CSU freshmen only. ELM passing score of 50 (or 550, prior to March 2003) and EPT passing score of 151 required.

Teaching Authorizations – Subject Matter Competence

Teaching authorizations refer to the subject areas named on a credential. Multiple Subject credentials authorize the teaching of all subjects in a self-contained classroom. Single Subject credentials may have teaching authorizations in one or more of the following subjects: Agriculture, Art, Business,

English, Language other than English, Home Economics, Industrial and Technology Education, Mathematics (Full Authorization or Foundational-Level), Music, Physical Education, Science (Full Authorization or Specialty only: Biological Sciences, Chemistry, Geoscience, Physics); and Social Science.

State law requires that individuals demonstrate competence in each main subject area authorized on their teaching credential by either passing the appropriate examination, the California Subject Examination for Teachers (CSET), or by completing an approved subject matter preparation program. Please refer to the CSET bulletin on-line at: www.ctcexams.nesinc.com, or pick up a brochure in 1600 Tolman for the latest information on the multiple and single subject assessment examinations.

Subject Matter Preparation programs: In lieu of the CSET, single subject credential candidates may demonstrate subject matter competency by completing a state approved subject matter preparation program offered by many California colleges. Subject Matter Preparation programs are offered at the undergraduate level and vary according to subjects. Presently, UC Berkeley does not offer any subject matter preparation programs.

Teaching Performance Assessment/PACT

Candidates for preliminary Multiple and Single Subject credentials are required to pass an assessment of teaching performance, designed to measure the candidate's knowledge, skills and ability in relation to California's Teaching Performance Expectations. UC Berkeley uses the Performance Assessment for California Teachers (PACT) to satisfy the TPA requirement.

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) reflect the knowledge, skills, and abilities that candidates must be able to demonstrate at a proficient level by program completion.

A. Making Subject Matter Comprehensible To Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
Teaching Reading-Language Arts in a Multiple Subject Assignment
Teaching Mathematics in a Multiple Subject Assignment
Teaching Science in a Multiple Subject Assignment
Teaching History-Social Science in a Multiple Subject Assignment

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
Teaching English-Language Arts in a Single Subject Assignment
Teaching Mathematics in a Single Subject Assignment
Teaching Science in a Single Subject Assignment
Teaching History-Social Science in a Single subject Assignment

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessment

C. Engaging And Supporting Students In Learning

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3
TPE 6B: Developmentally Appropriate Practices in Grades 4-8
TPE 6C: Developmentally Appropriate Practices in Grades 9-12

TPE 7: Teaching English Learners

D. Planning Instruction And Designing Learning Experiences For Students

TPE 8: Learning about Students
TPE 9: Instructional Planning

E. Creating And Maintaining Effective Environments For Student Learning

TPE 10: Instructional Time
TPE 11: Social Environment

F. Developing As A Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth

Additional Requirements for Student Teaching Field Placements

Tuberculin Clearance

School districts require that credential students obtain a tuberculin clearance prior to coming in contact with school-age children and youth. Students can obtain a TB clearance from a private physician, or from the Tang Center on campus. Since the tuberculin clearance is a placement requirement, it is monitored through your program office.

Liability Insurance

You are required to be covered for liability during the time you are student teaching in the schools. A \$1,000,000 policy can be obtained by securing a \$30 membership in the Student California Teaching Association (SCTA). The annual membership period is from September 1 to August 31, so please wait until the end of summer to sign up so it covers the school year. Liability insurance coverage is also monitored through your program office.

Certification

Applying for a Credential upon Completion of the Teacher Preparation Program

The Credential Analyst meets with credential candidates during the last semester of the program, collecting information that will be needed for the online credential recommendation process and advising students of any outstanding credential requirements. In order to have your credential recommendation submitted as soon as possible following completion of your program, all outstanding documents must be submitted to the Credential Analyst no later than June 1. If all requirements are not met, and/or all documents are not received by June 1, it will significantly delay the processing of your credential recommendation.

If all credential requirements have been completed on time, the Credential Analyst will submit the credential recommendations on-line to the Commission on Teacher Credentialing as soon as final spring semester grades have been posted to the transcripts (in mid-June). Students then receive an e-mail request from the CTC asking them to complete their part of the on-line application and pay the application fee by credit card. When that process has been completed, the CTC sends a verification e-mail that can be provided to employers as proof that the credential application is pending. Credentials are typically issued approximately two weeks after applicants have completed their part of the on-line application.

Transcripts

Complete, **official** transcripts of all college coursework should be on file with the Student Academic Services Office. These transcripts will be forwarded to the Commission on Teacher Credentialing. The undergraduate transcript must have the Bachelor's degree posted. Please note that this transcript is in addition to the one required by the Graduate Division for admissions purposes, and should be submitted directly to the Credential Analyst. Foreign transcripts must be evaluated by a CTC approved agency, and the evaluation submitted to the Credential Analyst. A list of approved agencies can be found at: www.ctc.ca.gov/credentials/leaflets/cl635.pdf.

Competency Verification

In order to recommend a candidate for his/her teaching credential, the Credential Analyst must receive a Competency Verification from the Director and/or Coordinator of the credential program. The Competency Verification certifies that the student has successfully completed the program, and that he/she has met all the California Teaching Performance Expectations. It also verifies completion of the Performance Assessment for California Teachers (PACT).

Certificate of Completion

On the recommendation of the Graduate School of Education, the University will post a "Certificate of Completion" on the student's transcript indicating that the student has been recommended to the state for the teaching credential.

Appeals

In rare cases, UC Berkeley may not be able to recommend a candidate for a credential. In such cases, the student may submit an application (on an appeal basis) directly to the Commission on Teacher Credentialing. This application must be accompanied by a letter from the Graduate School of

Education stating the reasons why it cannot endorse the recommendation. The CTC will evaluate the materials submitted, consider the reasons for such refusal, and determine whether to issue the credential sought.

NCLB: The No Child Left Behind Act

NCLB compliance is determined by the employing school district, not the University or the Commission on Teacher Credentialing. The Certificate of Compliance for NCLB is a form that will be completed by the school district where the teacher is first employed. To be NCLB compliant, a teacher must have: (1) a bachelor's degree; (2) an appropriate CA credential, and (3) demonstrated subject matter competence. When applying for your first teaching position, if asked to submit a copy of your Certificate of Compliance, you can instead submit a copy of your CSET scores.

Obtaining Employment

Hiring in California is handled by each individual school district, and many school districts are now using on-line application procedures. The on-line employment site used by most California school districts is www.edjoin.org.

For more information about job opportunities for teachers, students may also contact the UC Berkeley Career Center: 2111 Bancroft Way, 642-1716, career.berkeley.edu.

Credential Renewal

Upon successful completion of the program, the University recommends students for a five-year preliminary teaching credential. To advance to the next level of the credential (clear credential), the new teacher must enroll in an induction program through the district, and is recommended for the clear credential by the employer. The clear credential is also valid for five years. Subsequent renewals of the clear credential are the responsibility of the teacher and will require submitting an online application and paying an application fee.