



Handbook for
Multiple and Single Subject
Teaching Credential Students

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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 program pathways:

Berkeley Educators for Equity and Excellence (BE3)

- Elementary
 - Multiple Subject Credential + MA in education
- Secondary
 - English Credential + MA in education
 - Math Credential + MA in education
 - Science Credential + MA in education

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 Teaching Performance Assessment. 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 Teacher Induction Program and submit their application for the clear credential through the Induction program sponsor.

English Learner (EL) Authorization

All SB 2042 credentials include the authorization to teach English Learners in the regular classroom. This EL authorization covers the following types of instruction:

- Multiple Subject Credential: Specially designed academic instruction delivered in English (SDAIE) and Instruction for English language development (ELD) in self-contained and core settings.
- Single Subject Credential: Specially designed academic instruction delivered in English (SDAIE) and English Language Development (ELD) within the content area(s) authorized on the credential.

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 director 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 pathway is listed on the following pages. Please consult the GSE website (gse.berkeley.edu) for course descriptions.

Berkeley Educators for Equity and Excellence (BE3) Program Calendar 2018-19

- *There will be 600-hours of fieldwork and student teaching over the course of the BE3 program, with the majority happening in the first fall and spring semesters. The second fall semester is concurrent with full-time classroom teaching.*
- COURSES AND DATES ARE SUBJECT TO CHANGE.
- Highlighted courses are not required for credentialing purposes.

Multiple Subjects Pathway

Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Classes: June 18 – August 10 Fieldwork: June 25 - July 13	Classes: August 22 – December 14 Student Teaching: Beginning of school year to December 14, or holiday break.	Interession Coursework: January 14-17 Classes: January 22 – May 17 Student Teaching: January – end of public school calendar in June with 1-month full-time on site (May-June)	Summer School Teaching Dates: June 24 - July 12	Classes: August 28-December 20 Concurrent with full-time classroom teaching - Approximately one night per week of class and beginning teacher support
<ul style="list-style-type: none"> • EDUC 231A Issues of Teaching, Learning and Equity Pro Seminar (3) • EDUC 392 Arts Integration (1) • EDUC 149 Foundations for Teaching Language Arts - (2) • EDUC 236A Science in Elementary Classroom - (2) <ul style="list-style-type: none"> • Summer Field Work Experience (e.g. Partnership with local non-profit OR Summer School) 	<ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 207D Assessment and Education of Exceptional Pupils in Regular Classes (2) • EDUC 158 Foundations for Teaching Reading (2) • EDUC 236B Elementary Teaching in Mathematics (3) • EDUC 390C Supervised Teaching in Elementary Education (5) 	<p>Interession Coursework:</p> <ul style="list-style-type: none"> • EDUC 289 Comprehensive Health Education for Teachers (1) <p>Semester Coursework:</p> <ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 393 Preparation for Completion of the California TPA (1) • EDUC 160 Foundations for Teaching Social Studies (2) • EDUC 391A Technology Curriculum, and instruction (1) • EDUC 390C Elementary Supervised Teaching in Elementary Education (5) 	<ul style="list-style-type: none"> • Possible supplementary coursework for bilingual authorization • Elementary candidates will teach in the Arts and Academic Language Summer School 	<ul style="list-style-type: none"> • MA research seminar (6) • Writing support seminar (3) • Advanced Practicum and beginning teacher support (3)

All credential requirements completed, and credential applications forwarded to Commission on Teacher Credentialing at close of spring term.

Updated: 9/19/18

Secondary English Pathway

Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
<p>Classes: June 18 – August 10</p> <p>Fieldwork: June 25 - July 13 in Arts and Academic Language Richmond Summer School</p>	<p>Classes: August 22 – December 14</p> <p>Student Teaching: Beginning of school year to December 14, or holiday break.</p>	<p>Intersession Coursework: January 14-17</p> <p>Classes: January 22 – May 17</p> <p>Student Teaching: January – end of public school calendar in June with 1-month full-time on site (May-June)</p>		<p>Classes: August 28-December 20</p> <p>Concurrent with full-time classroom teaching - Approximately one night per week of class and beginning teacher support</p>
<ul style="list-style-type: none"> • EDUC 231A Issues of Teaching, Learning and Equity Pro Seminar (3) • EDUC 392 Arts Integration (1) • Summer Field Work Experience (e.g. Partnership with local non-profit OR Summer School) 	<ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 207D Assessment and Education of Exceptional Pupils in Regular Classes (2) • EDUC 234 Reading and Writing at the Secondary Level: Critical Literacy in the Disciplines (3 units) • EDUC 390A Supervised teaching for Secondary English (7) • EDUC 244B Methods for Teaching English in Secondary Schools (4) • EDUC 240A Language Study for Educators (3) (subject specific) 	<p>Intersession Coursework:</p> <ul style="list-style-type: none"> • EDUC 289 Comprehensive Health Education for Teachers (1) <p>Semester Coursework:</p> <ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 393 Preparation for Completion of the California TPA (1) • EDUC 390B Supervised Teaching for Secondary English (8) • EDUC 244C Methods for Teaching English in the Secondary Schools (3) • EDUC 295B Technology, Curriculum, and Instruction (2) (subject to change) 	<ul style="list-style-type: none"> • Possible supplementary coursework for bilingual authorization 	<ul style="list-style-type: none"> • MA research seminar (6) • Writing support seminar (3) • Advanced Practicum and beginning teacher support (3)

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Secondary Math and Science Pathway

Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
<p>Classes: June 18 – August 10</p> <p>Fieldwork: June 25 - July 13 in Arts and Academic Language Richmond Summer School</p>	<p>Classes: August 22 – December 14</p> <p>Student Teaching: Beginning of school year to December 14, or holiday break.</p>	<p>Interession Coursework: January 14-17</p> <p>Classes: January 22 – May 17</p> <p>Student Teaching: January – end of public school calendar in June with 1-month full-time on site (May-June)</p>		<p>Classes: August 28-December 20</p> <p>Concurrent with full-time classroom teaching - Approximately one night per week of class and beginning teacher support</p>
<ul style="list-style-type: none"> • EDUC 231A Issues of Teaching, Learning and Equity Pro Seminar (3) • EDUC 392 Arts Integration (1) • Summer Field Work Experience (e.g. Partnership with local non-profit OR Summer School) 	<ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 207D Assessment and Education of Exceptional Pupils in Regular Classes (2) • EDUC 390D Supervised teaching in Math and Science for Secondary Schools (6) (subject specific) • EDUC 231 STEM Teaching Methods (4) (subject specific) • EDUC 224A or B (Math candidates alternate by year) (Problem Solving or Paradigmatic Didactical Mathematical Problematic Situations • EDUC 290C Scientific Teaching and Learning (3) (subject specific) 	<p>Interession Coursework: EDUC 289 Comprehensive Health Education for Teachers (1)</p> <p>Semester Coursework:</p> <ul style="list-style-type: none"> • EDUC 231B Issues of Teaching, Learning and Equity (3) • EDUC 393 Preparation for Completion of the California TPA (1) • EDUC 390D Supervised teaching in Math and Science for Secondary Schools (6) • EDUC 295B Technology Curriculum, and Instruction Tech (3) (subject to change0 • UGIS 303 Apprentice Teaching 	<ul style="list-style-type: none"> • Possible supplementary coursework for bilingual authorization 	<ul style="list-style-type: none"> • MA research seminar (6) • Writing support seminar (3) • Advanced Practicum and beginning teacher support (3)

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Updated: 9/19/18

General State Requirements For Credentials

Basic Skills Requirement

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

1. Pass the California Basic Educational Skills Test (CBEST).
2. Pass the California Subject Examinations for Teachers (CSET): Multiple Subject **Plus Writing Skills** Examination. All four subtests must be passed.
3. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations. CSU EAP - California high school students only, taken during spring of 11th grade. Results for English and Math must indicate “College Ready” or “Exempt”. 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.
4. Achieve qualifying scores on the SAT or ACT. SAT – a score of 550 or higher on the SAT Mathematics exam combined with a score of 500 or higher on the Critical Reading section of the SAT Reasoning test is required. ACT – a score of 22 or higher on the ACT English exam combined with a score of 23 or higher on the ACT Mathematics exam is required.
5. College Board Advanced Placement (AP) Examinations. A score of 3 or higher on the AP English exam and the AP Calculus or AP Statistics exam is required.
6. Passing a basic skills examination from another state. Contact the Credential Analyst for more information on this option.

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, Foundational-Level General Science, Foundational-Level Mathematics, Health Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, Science: Biological Sciences, Science: Chemistry, Science: Geosciences, Science: Physics, Social Science, World Language: English Language Development, and World Languages-Languages other than English.

CSET: 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: <http://www.ctcexams.nesinc.com> for the latest information on the multiple and single subject assessment examinations.

Subject Matter Preparation programs: In lieu of the CSET, 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.

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 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:

Alameda County Office of Education: <http://www.acoe.org/acoe/>, (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:

<http://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. For the online exam, please forward the email from Notre Dame de Namur containing your passing certificate.

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** and must meet the standards established by the American Heart Association or the American Red Cross. The course must be an in-person, hands-on course. Online CPR courses are **not** acceptable.

The CPR requirement may be satisfied through:

Safety Training Seminars: <http://www.cprepr.com> – Heartsaver CPR/AED

American Heart Association: <http://www.heart.org> – Heartsaver Adult & Pediatric CPR

American Red Cross: <http://www.redcross.org> – Adult & Pediatric CPR/AED

Fast Response: <http://www.fastresponse.org> – Community CPR

After completing the course, you must bring the **original verification card** to the Student Services office, so that a certified copy can be made for your file. If you receive a certificate with a code that can be verified online, you may email that to the Credential Analyst.

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 BE3 program. Exam registration information is also available online at: <http://www.ctcexams.nesinc.com>.

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.

Teaching Performance Assessment/edTPA

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 edTPA to satisfy the TPA requirement.

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 the BE3 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 provides information on the credentialing process to 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 may 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 after final spring semester grades have been posted to the transcripts, and competency verifications have been received from program directors (typically in late-June to early-July). Students then receive an e-mail request from the CTC asking them to complete their part of the on-line recommendation 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 within 10 business days 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: <http://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 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 edTPA.

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 completed the curriculum leading to 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.

Obtaining Employment

Hiring in California is handled by each individual school district, and most school districts use on-line application procedures. The on-line employment site used by most California school districts is <https://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, <https://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 approved induction program through the district, and is recommended for the clear credential by the induction program sponsor. 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.