

Kindergarten through 12th grade public school teachers in California must have either a Multiple Subject or a Single Subject credential issued by the California Commission on Teacher Credentialing (CTC), www.ctc.ca.gov. What follows is an overview of the education and training process for beginning public school teachers in California. For more detailed information, you are strongly encouraged to contact the teacher education program you are interested in attending. You will find links to resources for potential teachers at <http://career.ucsd.edu/sa/PEducation.shtml>. Private schools make their own determination of qualifications for teachers. Often they expect teacher candidates to have had teaching experience and advanced work in the subject they teach rather than credentials.

A **Multiple Subject credential** is required to teach in classrooms where multiple academic subjects are taught (typically an elementary school classroom); a **Single Subject credential** is required to teach in classrooms where single academic subjects are taught (like high school mathematics or middle school English). Both credentials have the same basic requirements detailed in the table below. The **two major components** of the California teaching credential are the **demonstration of subject matter competence** and the **teacher preparation program or equivalent internship through certain school districts**.

CALIFORNIA REQUIREMENTS FOR TEACHING CREDENTIALS FOR PUBLIC EDUCATION GRADES K-12

CREDENTIAL	REQUIREMENTS
Preliminary (1- 5 years) First credential issued after basic requirements are met	<ol style="list-style-type: none"> 1. Bachelor's Degree 2. Basic Skills Requirement (CBEST or equivalent CSET, see page 2) 3. Teacher Preparation Program (Teaching Methods & Student Teaching, post B.A./B.S., 10 mos. to 2 yrs.) 4. Subject Matter Competence demonstrated in subject(s) you will be teaching via: <ol style="list-style-type: none"> a. CSET for elementary school (multiple subjects credential) or b. Subject Matter Preparation Program, i.e., sufficient course work (usually a major) in subject you will teach in middle or high school (mandated by the federal No Child Left Behind) OR CSET in appropriate subject, if accepted by the school district for which you will be teaching (see below) 5. U.S. Constitution (course or exam) (See UCSD Education Studies for list of UCSD courses) 6. Computer Technology (course or exam) 7. Developing English Language Skills, including reading (course) 8. RICA (Reading Instruction Competence Assessment) <i>for Multiple Subject credential only</i>
Professional Clear Issued when all credential requirements have been completed	<ol style="list-style-type: none"> 1. All of the above 2. Health Education (course) 3. Special Populations (course) 4. Computer technology (course) 5. Teaching English learners (course)

The **SUBJECT MATTER COMPETENCE** requirement is the means by which teachers demonstrate knowledge of the academic area(s) they intend to teach. It can be met in various ways depending on the grade level(s) you plan to teach and/or your previous education.

Public elementary school teachers must demonstrate the subject matter competence required to teach the diversified content areas in elementary school curricula. Competency is demonstrated through passage of the Multiple Subjects sub-test of the California Subject Examinations for Teachers (CSET). The preliminary Multiple Subject credential (see above) also requires completion of the RICA, or "Reading Instruction Competence Assessment" via written examination or video performance assessment. RICA's purpose is to ensure that candidates for the Multiple Subject credential possess the knowledge and skills necessary for effective reading instruction to students. Check with the teacher education program to learn when and how to complete the RICA requirement.

Public secondary school teachers must be certified in a single subject. Certification areas currently are:

Agriculture	English	Industrial & Technology	Physics (Specialized)
Art	Foundational-level Math	Languages other than English	Sciences: Biological
Biological Sciences (Specialized)	Geosciences (Specialized)	Mathematics	Sciences: Chemistry
Business	Health Science	Music	Sciences: Geosciences
Chemistry (Specialized)	Home Economics	Physical Education	Sciences: Physics
			Social Science

Currently, passing the CSET in a subject is one of two ways to demonstrate subject matter competence for the credential to teach middle and high school. In the future, however, to adhere to federal requirements of the No Child Left Behind (NCLB) legislation, school districts may not hire new teachers who demonstrated competence by passing the CSET to teach in schools which receive Title 1 funds even though they have a single subject teaching credential. Instead new teachers in NCLB core areas must have a *major in the subject* they want to teach or 32 semester units (equivalent to 48 quarter units) in the subject. The State Board and the Commission's actions are subject to changes pending the outcome of a federal review of California's NCLB State Plan and the finalization of state regulations.

Two credentials are sometimes required by middle and high schools as they modify their schedule of instruction to include two and three block periods where several academic areas are covered by the same teacher (for example, the teacher may be teaching English,

Humanities and Social Studies in a single class period, and be required to have a Multiple Subject credential, as well as a Single Subject Credential in each area.) Every teacher candidate must demonstrate subject matter competence in at least one area, namely, the area in which they enroll in a teacher preparation program. Then, for every additional area in which the candidate demonstrated subject matter competence (either through exams or subject matter coursework), a teacher will receive the corresponding credential, thus becoming more marketable.

A TEACHER PREPARATION PROGRAM at a California college or university consists of coursework in teaching methods and student teaching practicum (at least 15 weeks of full-time student teaching). These programs range from ten months to two years, depending on the university. A student completes a teacher preparation program once. For every additional area in which a student wishes to be credentialed only demonstration of subject matter competence is required. In addition to earning a teaching credential, some programs also offer their students a master's degree in education.

Admission to a teacher preparation program typically requires the completion of some pre-requisites. Many programs require the applicant to have had some previous experience working with school-age children. *Potential applicants are encouraged to communicate early with the teacher preparation program that interests them to find out about all pre-requisites.* Although there are some basic requirements for a credential, each college of education has different specific requirements. Applicants are advised to be sure of the requirements of the teacher preparation program they wish to attend and not to assume previous coursework automatically transfers from campus to campus. Application deadlines vary widely.

Finding a Teacher Preparation Program in California is easy. There are over 80 programs although not all programs offer credential programs in all subjects. Find a list at www.ctc.ca.gov. Learn more about choosing a training program and financial aid at www.teachcalifornia.org. The Career Services Center has a directory of programs nationwide titled **Alternative Paths to Teaching**. Visit the American Association of Colleges of Teacher Education online at www.aacte.org. Note that some schools offer joint master's degree/credential programs while many offer stand-alone part-time master's programs for working teachers.

UCSD offers a joint master's in education program with either a multiple subject credential or a single subject credential in biology, chemistry, geosciences, physics, mathematics and English. UCSD offers a minor in education that meets the course pre-requisites for entering the UCSD Education Studies program. Detailed information about **UCSD Education Studies** is included in the UCSD Catalog and at <http://eds.ucsd.edu>. Drop-in advising sessions are offered in their Pepper Canyon Hall office. Call 858 534-8834 for current times. Those interested in teaching science or mathematics may be interested in a University of California initiative to prepare science and math teachers. Learn about California Teach at www.universityofcalifornia.edu/academics/1000.

The STANDARDIZED EXAM, the **California Basic Educational Skills Test (CBEST)**, examines persons seeking a teaching credential in the skills of reading, writing and mathematics. Applicants for admission to a teacher-training program are required to take the CBEST, typically prior to being admitted. Passage of the CBEST is required before a credential will be issued. Read more about the CBEST and get study guides at www.cbest.nesinc.com. Candidates for the multiple subject credential who pass all three subtests of the CSET: Multiple Subjects tests may take the new CSET: Writing Skills test as an alternative to the CBEST.

The **California Subject Examinations for Teachers (CSET)** website, www.cset.nesinc.com, provides detailed descriptions of each of the CSET examinations as well as test registration options. **CBEST** and **CSET** registration **bulletins** are available in the Career Services Center. Information and registration for the **Graduate Record Examination (GRE)**, which may be required for master's programs, is at www.gre.org.

CREDENTIAL INFORMATION is available from **The California Commission on Teacher Credentialing (CTC)** which issues credentials for public school teachers (as well as other school personnel) and approves teacher education programs in the state of California. Lots of information is available at <http://www.ctc.ca.gov>. The CCTC refers to the education beyond the B.A. or B.S. degree required for the preliminary or clear credential as the "Fifth Year". In California, the fifth year is usually fulfilled through completion of a teacher education program.

With the exception of the **Emergency Substitute Permit** for Prospective Teachers, emergency substitute permits can be issued by the CTC *only* at the request of a school district.

PERMIT	REQUIREMENTS
Emergency 30 Day Substitute	Bachelor's Degree Satisfy basic skills requirement (CBEST or CSET combination described above)
Emergency Substitute Career	same as above
Emergency Substitute for Prospective Teachers	Current enrollment in a California college or university Satisfy basic skills requirement (CBEST or CSET combination)

FURTHER INFORMATION ON TEACHING CAREERS can be found at the Southern California Teacher Recruitment Center, www.teachsocial.org, and the Education Job Opportunities Network www.edjoin.org. For information on teaching special education, see www.special-ed-careers.org.