CALIFORNIA STATE UNIVERSITY
FULLERTON
Single Subject Credential Program

Response to
California Commission on Teacher Credentialing
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Update for Accreditation 2007

Important Websites

California State University, Fullerton
College of Education
Center for Careers in Teaching
Admission to Teacher Education
Credential Preparation Center
Department of Secondary Education
Single Subject Credential Program
Single Subject Credential Program Handbook
Teaching Performance Assessment

For information regarding this document, contact Victoria Costa, Chair, Secondary Education, California State University, Fullerton (vcosta@fullerton.edu).
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Category A
Program Design, Governance, and Qualities

**Program Standard 1: Program Design**
The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

**Program Elements for Standard 1: Program Design**
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program’s coursework and fieldwork.

California State University, Fullerton has been training secondary school teachers since 1959. The Secondary Education Cooperative Teacher Education Program (SECTEP) is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) through collaboration between the Department of Secondary Education, university academic departments and programs, and local school districts. The Single Subject Credential at California State University, Fullerton is offered in Art, Business Education, English, Foreign Languages, Foundational Level Mathematics, Mathematics, Music, Physical Education, Science, Social Studies, and Theater (Theater candidates receive an English credential). Social Studies and Business Education are housed in the Department of Secondary Education; all other credentials are housed in the academic department.

**(INFORMATION SPECIFIC TO THE INTERNSHIP PROGRAM FOLLOWS EACH STANDARD AND IS HIGHLIGHTED IN GRAY.)**

**INTERNSHIP PROGRAM**
A single subject internship program was approved by CTC in 1991 and funding for the program was secured from CTC in 2001 and is now ongoing.

The Single Subject Credential Program is informed by six major sources:

**College of Education Conceptual Framework** Mission Statement: Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.

**Professional Education Standards:** The California Standards for the Teaching Profession and Teaching Performance Expectations form the knowledge base for program design and evaluation. Based on research and grounded in practice, expectations focus on understanding and organizing subject matter for student learning; developing as a professional educator; creating and maintaining
environments for student learning; planning and organizing instruction; engaging and supporting all students in learning; and assessing student learning. This knowledge base, coupled with the CTC Single Subject Credential Program Standards, provide the content and form for curriculum, instruction, and assessment practices.

**Professional Organizations:** Each subject area program is informed by the professional standards of the associated national organizations. These organizations are listed at [http://ed.fullerton.edu/SecEd/Professional_Resources.htm](http://ed.fullerton.edu/SecEd/Professional_Resources.htm)

**Content Standards and Frameworks:** The philosophy of the California Frameworks for K-12 Schools and content identified in California K-12 Content Standards are the foundation for teacher preparation, found under [California Curriculum and Instruction](http://ed.fullerton.edu/SecEd/Professional_Resources.htm).

Individual courses draw upon the Educational Scholars to deepen students' understanding of how schools work, curriculum theory, instructional and assessment strategies, and issues of equity and diversity. See the Knowledge Base Matrix for the Single Subject Credential Program on the [Accreditation Page](http://ed.fullerton.edu/SecEd/Professional_Resources.htm).

**Professional Development Schools:** Reflecting the complex contexts of the secondary classroom and focus on modeling a learning community where learning is interactive and dynamic, SECTEP candidates on the traditional track are divided into "Professional Development Districts," modeled after the PDS advocated by Linda Darling-Hammond and the Holmes Group to improve both the quality of teaching and student learning. Four major strategies are emphasized: 1) preparing prospective teachers; 2) providing professional growth opportunities for secondary school educators and 3) university faculty; 4) and enhancing learning opportunities for secondary students. This comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.


1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

The CSUF Single Subject Credential Program is informed by adult learning theory and research. Our programs are based on four basic principles (Cross, 1981): Adult learning programs should (1) capitalize on the experience of participants and (2) adapt to the aging limitations of the participants. Adults should be (3) challenged to move to increasingly advanced stages of personal development and (4) have as much choice as possible in the availability and organization of learning programs. To this end, we provide a program in which candidates may choose to complete prerequisite coursework during the day, in the evenings, or on Saturdays; during fall, spring, summer, and Intersession in traditional or compacted semesters at our Fullerton or Irvine campuses, while maintaining the same high quality program across all offerings. Candidates complete prerequisites and program coursework over four semesters. Many of our courses provide 25% of instruction online and WEB sections of all prerequisites are offered each semester. In addition, our program is structured to take advantage of specific motivations for adult learning, including the need for social relationships (thus we structure our program via cohorts), the need to improve social welfare (thus we emphasize social justice); the need for personal advancement; and the need for cognitive interest (thus we make our courses as interesting as possible and
allow candidates to make decisions about specific aspects of their assignments and learning.
Below are five resources on adult learning theory that inform our program.

  http://nlu.nl.edu/ace/Resources/Documents/AdultLearning.html
- Crafton, T. *Adult Learning Theory: A Resource Guide*. Indiana State University
  http://sapphire.indstate.edu/~craftont/adultlrn.html#General
- Lieb, S. *Principles of Adult Learning.*
  http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

Based on the department's philosophy, the program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. Each course is articulated with elements from the Standards and TPEs.

The program is a four-semester process. First, prospective teachers are introduced to teaching through 12 units of prerequisite undergraduate coursework in two semesters. Coursework includes an early field experience and the development of knowledge and skills in teaching adolescents, diverse student populations, and special populations. A special course focuses on literacy development of adolescents; the adolescence course also includes information on health issues. During this prerequisite coursework, candidates are introduced to and assessed on the Teaching Performance Expectations. They are also introduced to the Teaching Performance Assessment and practice several tasks as they learn course content and begin to develop skills.

Second, candidates complete a first semester of classroom observations and co-teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. During this semester, candidates are referred to as Externs. First semester credential students attend a weekly seminar class that includes presentations by university faculty and staff as well as district faculty, staff, and administrators. During the seminar, candidates learn about the district, schools, and classrooms in which they will complete their student teaching. They learn about state, district, and local policies on education; instructional strategies; curriculum design, development, and implementation; classroom management; assessing students; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 content standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, candidates are again assessed on the TPEs, continue practicing tasks of the TPA, and must successfully pass TPA Task 1 with a score of 3 or 4 to advance to student teaching.

In the second semester of the program, each student teacher takes full control of three classes per day and has a conference and preparation period. They are responsible for all discipline, managerial, institutional, and instructional tasks. During this semester,
candidates are referred to as Student Teachers and attend a weekly student teaching seminar led by the university supervisor. In addition, candidates complete EDSC 460, a seminar on the Teaching Performance Assessment to complete TPA Tasks 2 and 3 and document their achievement of the TPEs. (Task 4 is not required of all subject area programs.)

**INTERNSHIP PROGRAM** Students who meet requirements set by the CCTC and CSUF Internship Program may enter the Professional Track. Requirements and program features are found on the Web page. These students receive an internship credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoons, evenings, or on the weekends.

To be eligible for participation in the first semester University Intern Program credential candidates must have the following items: earned Bachelor’s Degree from a regionally accredited college or university; passed the basic skills’ proficiency test (CBEST), passed the subject mater competence exam (CSET) or completed a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), demonstrated knowledge of the US Constitution, and obtained a University Internship Intern Credential.

Each Intern will meet all of the above admission requirements. CSU Fullerton uses the Youth/Field Experience form, recommendation forms, and the autobiography to assess how the candidate’s prior experiences and attitudes toward children and schools may affect the candidate’s performance in the classroom. Additionally, during the prerequisite courses candidates are required to write their educational philosophy and to demonstrate 40 plus hours of fieldwork in single subject. These requirements provide excellent information related to the candidate’s prior experiences and attitudes toward children and schooling.

Before entering the program each candidate participates in an interview designed to ask about prior experiences and attitudes toward children. All Intern applicant decisions are made in collaboration with the employing school district. CSU Fullerton will not issue an Intern credential without written approval from the district and bargaining unit.

The curriculum of the Internship Program is a four-semester experience including prerequisites, pre-service course work, fieldwork, and student teaching. Students in the Internship Program progress through EDSC 400 (Instructional Methods for Secondary Interns) as well as the first full-time teaching semester of the program as a cohort group, a structure providing peer support and enhancing opportunity for success. In the second full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Internship candidates must complete EDSC 400 Methods for Internship Candidates prior to enrollment as an Internship candidate in the first semester. This course provides candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies. This course is only offered during summer and January intersession, and requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. In EDSC 400, candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan. Interns must also complete EDSC 410, in which they design lessons to support English language learners.
The third semester (first full-time intern teaching semester), candidates meet as a cohort group in EDSC 440S Foundations of the Secondary School Teaching and are supervised by the University in EDSC 440F Supervised Fieldwork in Secondary Schools. The two classes are integrated so students realize the interrelationship of pedagogical theory and practice through collaboration with their internship teaching. The class (440S) addresses instructional planning, evaluation of student learning, addressing student diversity, lesson presentation, and teacher professionalism. Interns have the opportunity to try out strategies and skills taught in class thus applying them to their own students. The class meets through the entire semester giving support to the Interns. The Interns are supervised the first ten weeks by a supervisor in secondary education. The college supervisor coordinates with the related class on campus and the "Buddy" Support Provider. During the last eight weeks of the public school semester, Interns are supervised by a subject area supervisor. The subject area college supervisor also coordinates with the “Buddy” Support Provider. All supervising experiences for Internship candidates (University and Support Provider) are coordinated by the Internship Project Director/Coordinator, Dr. Taylor.

The EDSC 440S/F experience for candidates in the Professional Track/Internship program differs from that of the traditional EDSC 440F/S experience because Internship candidates have all completed EDSC 400 and EDSC 410. The EDSC 440S seminar is held on Monday afternoons instead of Friday mornings. Other differences include
• Weekly seminar discussion that focuses on successes and challenges interns currently experience
• Assignments that are more tightly focused on teaching:
  o a series of weekly lesson plans with support material for a class currently being taught
  o reading responses—responding and reflecting an assigned reading
  o examination of student work—identifying objectives, methods, and assessment
  o midterm reflection essay
• Two visits by fieldwork coordinators during the first ten weeks of the semester
  o During the first visit, roles and responsibilities for the intern, mentor, and fieldwork coordinator are established. Additional support is provided to the intern.
  o During the second visit, a formal classroom observation is conducted. Additional support is provided for the intern.

This grant-funded Internship program also provides additional resources for the interns and their mentors. Additional resources provided for interns include:
• Being Mentored: A Guide for Protégés
• Funding for substitutes to enable students to observe other teachers, meet with their mentors, and/or attend a professional development activity.

Additional resources provided for mentor include:
• Training workshop for mentors
• Funding for substitutes to meet with the intern and/or attend a professional development activity with the intern.
• Being an Effective Mentor: How to Help Beginning Teachers Succeed

In addition to all PRE, EXT, and ST forms, required forms specific to the Intern program are distributed and collected. These forms are provided in the Handbook.
• I-1: Individual Intern Development Plan
• I-2: Mentor "Buddy" Teacher Activity/Substitute Log

Candidates who become interns in their second semester have completed all of the entrance requirements and four prerequisites (EDSC 400 is only required for those individuals beginning an Internship immediately and EDSC 410–students who become interns in their
second semester have a general and subject specific methods course their first semester in
the program—EDSC 440S and 442) above plus 15-18 units of secondary course work. These
are candidates who did not seek intern placements or felt they were not ready to teach their
first semester in the program or were not offered internships before their first full-time
semester of the program. The application will require master teachers, University
supervisors, and principals to certify that they have observed these candidates in classroom
teaching and evaluate them as professionally mature and developmentally ready to handle a
teaching position with full classroom and school responsibilities. Additionally, the University
subject area coordinator must recommend the candidate. These evaluations help the
University to determine whether candidates’ prior experiences and qualifications are likely to
provide for the candidate’s success.

The fourth semester at the University, the Intern continues their full-time teaching (EDSC
449I –10 units) and has two seminars on campus: one in secondary teaching (EDSC 449S–
3 units) and one in the Teaching Performance Assessment (EDSC 460). In their secondary
teaching seminar, they meet as a cohort by subject area. The seminar is taught in the
subject area and coordinates with the full-time teaching. The seminar offers time for
collaboration, reflection and knowledge exchange. The course also guides Interns through
specific self-evaluation and professional growth activities. Time is also provided for problem
solving and idea sharing. Interns are supervised every other week by the subject area
supervisor.

Additional information on the Internship Program provided on the Web includes promotional

1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of
learning experiences for each teacher candidate. Each candidate gains a clear understanding of the
realities of California public education.

The credential program effectively prepares candidates for the teaching profession through
twelve units of prerequisites, which include a 40-hour early field experience, adolescent
development, health, and safety issues; literacy development; and addressing the needs of
special populations. The first-semester consists of five units of fieldwork (240 hours) and
thirteen units of coursework on educational technology, general and content-specific
pedagogy, and teaching English Learners. The second semester includes ten units of
student teaching (270 hours of fieldwork), three units of coursework on methods and a
special course designed to support passage of the Teaching Performance Assessment. The
Single Subject Credential Program Knowledge Base Matrix provides additional detail on the
articulation of coursework with the Teaching Performance Expectations and Assessment.

### SINGLE SUBJECT CREDENTIAL PROGRAM COURSEWORK

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<th>SMPP (3 UNITS)</th>
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<tr>
<td><strong>EDSC 304 Personal Proficiency in Educational Technologies for Secondary Teachers (3)</strong> Development of skills in Microsoft Office Word, Excel, PowerPoint, and Publisher. Legal and ethical issues. Information literacy and Internet search and retrieval. Selection, evaluation, and use of computer-based technologies to facilitate the teaching and learning process. Letter grade. (Social studies candidates complete EDSC 307; music candidates complete MUED 404; foreign language candidates complete FLED 304.)</td>
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<th>PREREQUISITES (12 UNITS, 40 HOURS FIELDWORK)</th>
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<tr>
<td><strong>EDSC 310 The Teaching Experience (3)</strong> History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards;</td>
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and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. Letter grade. 40-hour practicum.

**EDSC 320 Adolescence and Education (3)** Prerequisite: Completion of General Education category III.C.1. The biological, cognitive, and sociocultural development of adolescents. Exploration of the contexts of adolescent development, including family, peers, school, work, and leisure. Health and safety issues of adolescents. Letter grade.


**PREREQUISITE REQUIRED OF INTERNSHIP CANDIDATES (3 UNITS, 30 HOURS FIELDWORK)**

**EDSC 400 Instructional Methods for Secondary Internship Candidates (3)** Methodology directly related to teaching in departmental settings, including business education and excluding foreign languages. Required of all first semester Internship candidates before beginning first semester of credential program. Also meets methodology requirement for holders of Multiple Subject Credentials seeking a Single Subject Credential. Two hours lecture; 30 hours fieldwork. Credit/No Credit. ONLY REQUIRED FOR INTERNSHIP CANDIDATES. 30-hour practicum.

**FIRST SEMESTER (18 UNITS [INCLUDING 304], 240 HOURS FIELDWORK)**


**EDSC 440S General Pedagogy of Secondary School Teaching (4)** Prerequisite: Admission to Single Subject Credential Program and EDSC 340. Concurrent enrollment in EDSC 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Seminar is front-loaded in the first ten weeks of semester. Credit/ No Credit. A "B" or better is required to receive a grade of credit.

**EDSC 440F Supervised Fieldwork in Secondary Schools (2)** Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in EDSC 440S. Ten-week practicum (120 hours, M-R) in observation and participation in secondary schools. Use of materials developed in EDSC 330. Credit/No Credit. A "B" or better is required to receive a grade of credit. 120-hour practicum.

**EDSC 442 Teaching in the Secondary School (3)** Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in 449E. Strategies and techniques for teaching a specified subject in the secondary school. Credit/No Credit. A "B" or better is required to receive a grade of credit.

**EDSC 449E Externship in Secondary Teaching (3)** Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in 442. Eight-week practicum (120 hours, M-F) in co-teaching in secondary schools. Credit/No Credit. A "B" or better is required to receive a grade of credit. 120-hour practicum.

**SECOND SEMESTER (16 UNITS, 270 HOURS FIELDWORK)**
EDSC 449S Seminar in Secondary Teaching (3). Prerequisites: EDSC 440S, EDSC 440F, 442, and 449E. Concurrent enrollment in 449I and EDSC 460. Seminar in student teaching in a single subject in secondary schools. Credit/No Credit. A "B" or better is required to receive a grade of credit.

EDSC 449I Internship in Secondary Teaching (10) Prerequisites: EDSC 440S, EDSC 440F, 442, and 449E. Concurrent enrollment in 449S and EDSC 460. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Credit/No Credit. A "B" or better is required to receive a grade of credit.

EDSC 460 Teaching Assessment Seminar (3) Completion of Teaching Performance Assessment required for recommendation of Level I Single Subject Teaching Credential. Credit/No Credit.

1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Cal State Fullerton Subject Matter Preparation Programs are carefully aligned to the California content standards for grades K-12.

Candidates are introduced to the state content standards in EDSC 310 and continue to address them in each course in the program. EDSC 330, 340, 304/307, 410, and 440S require the development of lesson plans in the EDSC Lesson Plan Format—one element of which is to identify the state content standards (as well as ELD and ELA standards) addressed in the plan. In EDSC 304/307, candidates create a technology-embedded unit that is aligned with content standards. This provides candidates with easy access to their content standards for future reference.

Methods (EDSC 442), Extern Student Teaching (449E), Student Teacher Teaching (449I), and the Student Teaching Seminar (449S) are taken within the academic department, with the exceptions of Business Education, Foundational Level Mathematics, and Social Studies, which are housed in the Department of Secondary Education. These courses focus on content-specific curriculum, instruction, and assessment. The appropriate state content standards (or challenge standards) are required texts. In some of these content areas, a content-specific lesson plan format is utilized.

1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

Candidates experience a variety of instructional strategies throughout the program, including cooperative learning; inquiry; concept attainment; co, team, and independent teaching; observation; direct instruction; demonstrations; literature circles; student individual and group presentations; and technology supported instruction, including on-line activities. They also focus on content-specific instructional strategies in their methods course. These strategies are identified in the syllabi of EDSC 442 courses.

The Single Subject Credential Program Knowledge Base Matrix provides additional detail on the articulation of coursework with the Teaching Performance Expectations and Assessment. Candidates are evaluated on TPEs throughout the program by a variety of professionals.
   • Candidate self-evaluates in 310.
   • The Master Teacher/Mentor evaluates candidate in 449E and 449I.
• University Supervisor evaluates candidate in 449E and 449I.

1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

The Teaching Performance Assessment is practiced and then completed throughout program in "anchor courses" identified in the table below. Individual tasks may be repeated multiple times until candidate is ready to take assessment for final score. The Single Subject Credential Program Knowledge Base Matrix provides additional detail on the articulation of coursework with the Teaching Performance Expectations and Assessment. EDSC 460 may be repeated for credit if the candidate fails to earn the required score.

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<th>Anchor Courses for Formative and Summative Assessment of TPA</th>
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<td>Prerequisite Semester</td>
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<td>Introduction</td>
<td>Introduce TPA and TPEs in EDSC 310</td>
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<tr>
<td>Task 1</td>
<td>Practice Scenario 1 in EDSC 310</td>
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<td></td>
<td>Practice Scenario 4 in EDSC 340</td>
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<td>Task 2</td>
<td>Revisit in EDSC 440S Assign Task 2 at end of EDSC 440S</td>
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<tr>
<td>Task 3</td>
<td>Practice components in 440S (create Assessment Plan)</td>
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<td>Task 4</td>
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<td>Finalize TPA</td>
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1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

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<th>CANDIDATE ASSESSMENT MATRIX</th>
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<td>Prerequisites</td>
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<td>TPE Evaluations by:</td>
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<td>TPA Practice in:</td>
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<tr>
<td>Other</td>
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As evidenced above, the CSUF Single Subject Credential Program has a comprehensive assessment of candidate competence. Candidates are assessed through course assignments, TPE level of proficiency evaluations, evaluation of practice on TPA Tasks, the program-wide collection of artifacts in the Teaching Assessment Documentation (TAD), and specific forms that track candidate progress and are filed as evidence of their competence. These assessments provide formative and summative assessment, document fieldwork activities, and function as advisement resources.

It is our goal to move toward electronic capture of all forms and the Teaching Portfolio, but at this time we are still relying on paper. Below is a list of the forms that are collected. Specific forms are included in the Handbook.

### INTERNSHIP PROGRAM
Intern candidates complete two additional forms each semester. First is an Individual Intern Development Plan that is revisited each semester; second is a Mentor “Buddy” Teacher Activity/Substitute Log, which serves to document collaboration.

| **CANDIDATE ADVISEMENT, EVALUATION, AND MASTER TEACHER SUPPORT FORMS** |
| **(Items in bold require assessment of TPEs or TPA proficiency)** |
| **C=Candidate** | **T=Classroom Teacher, Master Teacher, or Mentor** | **US=University Supervisor** |

<table>
<thead>
<tr>
<th>Form</th>
<th>Name of Form</th>
<th>Submission Timeframe</th>
<th>Completer</th>
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<tr>
<td>PRE-1</td>
<td>Advisement Tracking Sheet</td>
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<tr>
<td>PRE-2</td>
<td>Verification of Completed Fieldwork Experiences/Observations</td>
<td>15th week of EDSC 310</td>
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<td>PRE-3</td>
<td>TPEs Prerequisite Level of Proficiency</td>
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<td>PRE-4</td>
<td>Performance Evaluation for 40-Hour Fieldwork Assignment</td>
<td>15th week of EDSC 310</td>
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<td>PRE-5</td>
<td>Candidate Dispositions Interview Form</td>
<td>Preorientation</td>
<td>Interviewer</td>
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<td>PRE-6</td>
<td>Candidate Checklist</td>
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<th><strong>FIRST (EXTERN) SEMESTER</strong></th>
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<td><strong>E-2</strong></td>
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<tr>
<th><strong>SECOND (STUDENT TEACHING) SEMESTER</strong></th>
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<td><strong>STI-2</strong></td>
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<td>STI-3</td>
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**Program Standard 2: Collaboration in Governing the Program**

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantially to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

**Program Elements for Standard 2: Collaboration in Governing the Program**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.

The Single Subject Credential Program is administered by the SECTEP Council. This group is the principal cross-campus policy-making body for the program and is advisory to the Dean of the College of Education. SECTEP is comprised of:

- Faculty in the Department of Secondary Education, including the Coordinator of Secondary Education, Director of Admissions to Secondary Education, and Chair of the Department of Secondary Education
- Program Advisors for each credential area (business education, social studies, art, English, science, mathematics, music, foreign language, physical education, and theater);
- Faculty advisors from academic departments indirectly involved in teacher preparation (such as Economics, History, and American Studies);
- Admissions to Teacher Education staff;
- Credentialing and career placement staff; and
- District representatives and Placement Coordinators from the Professional Development Districts.

SECTEP meets monthly. The program provides for coordination of the administrative components of the program, including admission, candidate advisement and assessment, and program evaluation.

The College of Education Organization Chart and other information regarding the university-wide governance of credential program is included in the Institutional Report.

Two groups serve in an advisory capacity to SECTEP. Community members are actively involved in SECTEP program development and improvement through membership on the Community/Internship Advisory Board. This Board is a group of individuals that represent various constituencies, including administrators and union representatives of each Professional Development District as well as SECTEP faculty. The Board meets twice yearly to assist SECTEP faculty in evaluating the quality of our courses and field experiences. They also advise on the Internship Program. The Coordinator of SECTEP organizes the meetings by securing names, formulating agendas, scheduling meetings, and distributing minutes. She also reports back to SECTEP at its monthly meetings on agenda items covered by the Community/Internship Advisory Board.

The Project Director for the Internship Program also serves as the Coordinator of the Secondary Education Program at CSU Fullerton. The Intern Program Project Director/Coordinator oversees, manages, and delivers grant activities. She monitors student applications and admissions to the intern program and the interns’ mentors and
supervision by the University in the participating College districts. She serves as the liaison with recruitment efforts, especially those focusing on the high demand areas of mathematics, science, and English. She also supervises all legal and contractual matters relating to both the University and the districts and coordinate fiscal arrangements among districts. Additionally, she coordinates and prepares internal and state-required evaluations and reports and plans and carries out a training program for the “Buddy” Intern Support Providers. She serves as Chair of the Community Advisory/Internship Council, which meets each semester and provides a structured format for communication among all of the program’s participants. She oversees district liaisons, informs current district participants, and prepares new districts to join the program as appropriate. She also serves as the contact person for the districts during the daily operations of the program. She prepares and presents student information to potential and current intern candidates and oversees selection of Interns as well as serving as liaison with the University credential analyst. She reconstructs forms and evaluations and revises the Intern Handbook each summer. The Assistant Director of the Internship Program teaches the cohort group in 440S each semester and supervises interns in the field along with teaching the course. In addition, she assists the Director with delivering the intern/mentor training and completes the Intern Retention Study tracking students for the five year required period of time. She participates on the Community/Internship Advisory Board. The Director and Assistant Director receive units from the internship grant.

In addition, the Internship Program Director participates in the College of Education Intern Advisory Committee with Special Education and Elementary, which meets each semester. This Board is made up of designated representatives from Human Resources of the local school districts.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members’ intellectual knowledge, professional expertise and practical skills.

A variety of constituents are represented in SECTEP membership as is a balance of gender, ethnicity, and experience. This range of cultural backgrounds, academic expertise and gender balance allows multiple perspectives and the sharing of intellectual knowledge to flourish. At monthly meetings, program quality issues are regularly discussed. Subcommittees are formed when appropriate. Faculty members of individual departments within SECTEP are often active on Search Committees, Personnel Committees, and Program Performance Reviews of other programs. Individual meetings are held between appropriate departments when necessary. SECTEP representatives also serve on the College of Education Credential Programs Committee (CPC) and Accreditation Committees.

Representation is also provided at AURTEC meetings as necessary. AURTEC is the All University Responsibility for Teacher Education Council. Additional information on this council is included in the Institutional Report.

Our relationships with LEAs have been established for over 30 years. Working relationships are maintained through SECTEP and EDSC meetings, electronic communication, and special retreats as needed. As needed, we establish relationships with new districts. Corona/Norco Unified School District and Capistrano Unified School District are recent partners. To do so, we identify a “Placement Coordinator” within the district, who serves as liaison to SECTEP. We continue to add Placement Coordinators as need dictates, and anticipate adding additional south Orange County districts to SECTEP as we expand program offerings at the Irvine campus.
Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

SECTEP is a successful collaboration in which participants work together to implement new standards and solve problems as they arise. SECTEP agenda and minutes document our collaboration in developing and reviewing program policies.

The Department of Secondary Education has Placement Coordinators for each Professional Development District. These individuals attend SECTEP meetings, especially the December and May meetings when placement requests are submitted to Placement Coordinators for the following semester. The Placement Coordinators then work with their principals to place candidates with Master Teachers that meet the qualifications. Although a Program Coordinator may request a specific Master Teacher, the Placement Coordinator and district principals have the final decision. Each semester, Placement Coordinators and PDD Coordinators hold Master Teacher Orientations in order to prepare cooperating teachers for their roles. Placement Coordinators are considered adjunct faculty by the Department and assign grades for EDSC 440F, the first ten weeks of field experience in the first semester. They also provide a presentation on special features of their district during the EDSC 440S seminar. This process is outlined in Chapter 3 of the Single Subject Credential Program Handbook.

Currently, we enjoy PDD collaborations with Anaheim Union High School District, Fullerton Joint Union High School District, and Placentia/Yorba Linda Unified School District. We also work closely with Orange Unified School District, Corona/Norco Unified School District, and Capistrano Unified School District, and less closely with about 25 other districts.

Responsibilities of the Coordinator of Secondary Education, Director of Admissions to Secondary Education, Chair of the Department of Secondary Education, and Program Advisors are divided so as to (1) ensure that administrative needs of the program are resolved promptly and (2) provide a channel of communication to allow faculty, student, and staff concerns to be handled effectively.

Responsibilities of the Director of Admissions to the Single Subject Credential Program are as follows:

1.0 Orientation of Students
1.1 Conducts two one-hour Program Overview sessions per week. One of these sessions is held after 5 p.m. to accommodate working students.
1.2 Sets the schedule for these sessions and reserves adequate room facilities.
1.3 Conducts Program Overview sessions at Irvine Campus on a monthly basis.

2.0 Student Advisement
2.1 Is available for appointments and for walk-in advisement in addition to regularly scheduled office hours.
2.2 Scheduled advisement hours at Irvine Campus.
2.3 Responds to inquiries received from interested students.
2.4 Schedules student appointments.
2.5 Provides preliminary advisement on Subject Matter Preparation Programs and refers students to the appropriate Program Advisor.
2.6 Presents Program Overviews to Community Colleges and EDSC 110 and EDSC 310 students each semester.
2.7 Works with the Director of the Center for Careers in Teaching in recruitment and advisement matters.
2.8 Maintains and updates advisement materials, including application packets.
3.0 Application Process
3.1 Monitors the application process. Updates application data as to number and qualifications of applicants in each program area.
3.2 Receives and forwards completed application files to program advisors during the process of department screening and interviews.
3.3 Is available to department committees for answering questions and problems in facilitating screening procedures.
3.4 Assists the Coordinator of Secondary Education in student appeals of admission decisions.
3.5 Corresponds with applicants regarding status of file and admissions decisions.
3.6 Notifies Coordinator of acceptance or rejection in the program upon recommendation of SECTEP faculty.

4.0 Additional Responsibilities
4.1 Serves as secretary to the councils of the secondary program, including the SECTEP Council, standing committees, and the Community/Internship Advisory Council.
4.2 Performs other assignments as the Coordinator, Department Chair, and SECTEP actions may direct.

Responsibilities of the Coordinator of the Single Subject Credential Program (a 6-unit load per semester plus compensation for intersession and summer) are as follows:

1.0 Program Director
1.1 Serves as program spokesperson.
1.2 Serves as liaison to participating departments in the program, Professional Development Districts, and school sites of candidate placement.
1.3 Communicates with outside agencies, including CTC, NCATE, and the Office of the Chancellor through the Dean and Associate Dean of the College of Education.
1.4 Serves on the All-University Responsibility for Teacher Education Committee.
1.5 Compiles and reports to SECTEP on student enrollment, demographics, field placements, follow-up studies, and needs assessments.

2.0 Field Placements and Student Advisement
2.1 Responsible for field placement of Externs and Student Teachers/Interns according to SECTEP and district policies.
2.2 Monitors student teaching contracts between school districts and the university.
2.3 Provides on-going assistance and training to Master Teachers.
2.4 Expedites candidates’ program completion.
2.5 Monitors candidate files, collects all evaluation forms, and certifies program completion.
2.6 Facilitates student grievances according to SECTEP procedures and policies.
2.7 Provides advisement for and approves completed “Fifth Year Study Plans” for credential candidates.
2.8 Advises out-of-state credentialed teachers on “Fifth Year Study Plans.”

3.0 SECTEP Chair
3.1 Prepares agenda and presides over meetings of SECTEP
3.2 Appoints ad hoc and standing committees. Serves on all standing committees.
3.3 Facilitates the development of new and alternative secondary teacher education programs.
3.4 Provides for program faculty development through retreats and training.
3.5 Member of SECTEP Program Standards Committee.
3.6 Provides curricular leadership to SECTEP.

4.0 Additional Responsibilities
4.1 Chairs Community/Internship Board (comprised of district, teacher organization, and university representatives). Prepares agenda, arranges, and conducts meetings.
4.2 Communicates with the Career Development Center on teacher supply and demand.
4.3 Confers regularly with the Secondary Education Department Chair regarding constituent concerns, programmatic needs, and coordination activities.
4.4 Assumes responsibility for coordination and advisement during intersession and summer sessions.
4.5 Performs other program assignments as directed by the Department Head, College Dean, or SECTEP.

Responsibilities of the **Secondary Education Department Chair** (a full-time position) are as follows:

1.0 **Class Scheduling**
1.1 Prepares class schedules, including number of sections, days, and times.
1.2 Schedules classes and recommends faculty for Irvine Campus.
1.3 Assigns teaching assignments for full and part-time faculty.
1.4 Reviews and recommends part-time faculty for employment and suggests salary.
1.5 Acts on petitions regarding course equivalencies with input from faculty members as appropriate.
1.6 Facilitates and confirms textbook requests.

2.0 **Accreditation Coordination**
2.1 Compiles accreditation reports for CTC and NCATE.
2.2 Serves as member of the Accreditation Committee.
2.3 Serves as member of the Credential Programs Review Committee.

3.0 **Department Program Coordination**
3.1 Serves as coordinator, or appoints designee to coordinate, CLAD Certificate Program.
3.2 Serves as coordinator, or appoints designee to coordinate, Graduate Program.
3.3 Serves as coordinator, or appoints designee to coordinate, Professional Track.
3.4 Serves as Chair of Search Committees or appoints designee.
3.5 Appoints Chairs and members of department and College committees.
3.6 Coordinates department elections as appropriate.
3.7 Prepares the agenda and presides over department meetings.

4.0 **Faculty Support**
4.1 Provides staff development for new faculty.
4.2 Writes letters of support and recommendation for intramural and extramural funding.
4.3 Coordinates faculty identification of appropriate textbooks.
4.4 Provides curricular leadership to department.

5.0 **Additional Responsibilities**
5.1 Monitors and updates Department Website.
5.2 Monitors admissions and coordinator concerns.
5.3 Serves as liaison to department student associations, including alumni.
5.4 Handles correspondence regarding department programs.
5.5 Addresses student concerns.
5.6 Compiles all reports to Dean and Associate Dean of Education, including Annual Report, FAD Report, and periodic updates.
5.7 Monitors department budget.
5.8 Coordinates graduation ceremonies.
5.9 Serves as liaison to district partners.
5.10 Performs additional responsibilities as identified by the Dean and Associate Dean of Education.

Responsibilities of the **Subject Matter Program Advisors** (a 3-unit load per semester [if program has only one start date per year, the Advisor receives only 3 units per year]) are as follows:

1.0 **Student Support**
1.1 Advise students as to Subject Matter Preparation Program course requirements and credential course requirements.
1.2 Analyze transcripts to determine if requirements are met.
1.3 Convene a committee to conduct candidate interviews and make admissions recommendations.
1.4 Submit admissions recommendations and rejections to Coordinator and Director of Admissions for processing.
1.5 Meet with Professional Development District Coordinator and district personnel to recommend placements for candidates.
1.6 Monitor candidate progress throughout program.
1.7 Provide support to candidates in danger of not succeeding.
1.8 Recommend Master Teachers to Coordinator.
1.9 Confer with Master Teachers and school administrators regarding student progress.
1.10 Update Coordinator on student progress and status in the program.

2.0 Accreditation
2.1 Develop, submit, respond to, and monitor CTC requirements for SMPP.
2.2 Respond to Coordinator and Department Chair accreditation requests, including student and faculty data, course syllabi, vita, instructional materials, and other documentation.

3.0 Scheduling
3.1 Assist academic department chair with class scheduling needs.
3.2 Recommend staffing and salary.
3.3 Monitor methods instructors and supervisors in program area.
3.4 Act on petitions of course equivalencies in program area.

4.0 Additional Responsibilities
4.1 Participate in monthly SECTEP meetings.
4.2 Serve on SECTEP ad hoc and standing committees as appropriate.
4.3 Serve as liaison to academic department and college.
4.4 Perform other duties as determined by academic department.

All instructional courses offered by the Department of Secondary Education are staffed unit for unit, with no augmentation for level or type. The supervision formulas for the program are as follows: 449E Extern Student Teaching Supervision is 2 students/unit; and 449I Student Teaching Supervision is also 2 students/unit.

In addition to resources within the Department of Secondary Education, some methods courses, supervision responsibilities, and student teaching seminars are staffed through the following academic departments and programs: Art, English, Foreign Languages, Kinesiology, Mathematics, Music, Secondary Education, Science Education, and Theater. Academic departments across campus are responsible for providing resources for program advising, methods course instruction, and supervision of candidates. The breakdown is as follows:

- Program Advisement: 3 units/semester
- 442 Methods course: 3 units
- 449E Supervised Extern Teaching: 1 unit/2 candidates supervised
- 449S Student Teaching seminar: 3 units
- 449I Supervised Student Teaching: 1 unit/2 candidates supervised

2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.
In all cases, Subject Matter Preparation Program Coordinators are also our Subject Matter Advisors for the Credential Program. This insures a smooth transition from the undergraduate student to credential candidate.

CSUF candidates are 100% subject matter competent and have all prerequisites met before entering the program. Once in the program, candidates complete a subject-specific methods/seminar each semester and are supervised by subject matter specialists. They are also advised throughout their experience by both subject matter advisors and a general Director of Admissions.

The sequence of advisement generally begins with the Director of Admissions to Secondary Education. The candidate attends an Overview and is then referred to the appropriate Subject Matter Advisor. These individuals have had specialized training in the preparation of secondary teachers of their discipline and provide individual advisement through the review of candidates' transcripts and development of program plans. Once candidates are admitted to the program, a number of faculty and staff members are responsible for delivering instruction and supervising their activities. These individuals constitute a support system for the successful completion of the program. Among these individuals are the PDD Coordinators, District Placement Coordinators, Subject Matter Program Advisors, University Supervisors, Master Teachers, Methods Instructors, and Assessment Coordinator.

A Teacher Education File is established upon application to the program and is maintained for each candidate. The program application and all supporting materials, including candidate observation and evaluation forms, are stored in this file. Program information is provided in the Single Subject Credential Handbook, available on the Department of Secondary Education web site. This book is a required text for EDSC 310. A number of common features cross all courses and thus facilitate candidates’ transitions. These include continued self-reflection and assessment on the Teaching Performance Expectations, maintenance and expansion of the candidate’s Teaching Portfolio, and practice and passage of the Teaching Performance Assessment.

The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

Reflecting the complex contexts of the secondary classroom and modeling a learning community where learning is interactive and dynamic, Single Subject candidates on are divided into "Professional Development Districts," in which four major strategies are emphasized: preparing prospective teachers; providing professional growth opportunities for secondary school educators and university faculty; and enhancing learning opportunities for 7-12 grade students. This comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.

Single Subject Credential Program faculty are committed to a model of teacher education where university and secondary school faculty and administrators collaborate to provide each other and pre-service teachers opportunities for professional development. Activities within the PDDs illustrate this multi-layered approach:

District staff grow professionally as they lead student teacher seminars, receive in
servicing in and serve as Master Teachers, and teach school-site courses in "EDSC 110, The Teaching Experience: Exploration" to high school juniors and seniors.

Credential students participate in a weekly seminar at the district offices and two semesters of student teaching; they may also work as substitute teachers for their Master Teachers.

Undergraduate students engage in early field experiences and may be employed as district tutors or teachers' aides.

High school juniors and seniors may receive college counseling and university credit for completing the teaching survey course taught at their school site.

University faculty establish positive relationships with secondary school faculty and administrators through program development, grant writing, and research. Districts collaborate with faculty by providing updates on state and federal legislation (such as No Child Left Behind) and offering training in CFASST.

The Professional Development District has evolved since the secondary education teaching credential was first offered at this institution. Major program revisions have always involved consultation, cooperation, and collaboration with our constituent districts. A member of the faculty of the Department of Secondary Education is assigned as Professional Development District Coordinator. This person represents the University in the district, conducts on-site seminar classes, and provides counseling and advisory services to candidates.

Internship Agreements with school districts require approval by the bargaining agent President. Bargaining Agents (usually the President) serve on our Community/Internship Advisory Board in Secondary Education as well as on the College of Education Internship Advisory Committee. Bargaining Agents are actively involved in the selection of interns and participate regularly in the development and monitoring of our intern programs.

Specific responsibilities of the **PDD Coordinator** are as follows:

1.0 Maintains contact with the **District Placement Coordinator**;
2.0 Serves as liaison between the University program and field-centered activities;
3.0 Conducts the EDSC 440S, Foundations of Secondary School Teaching, seminar. Organizes district speakers to focus on the real world contexts of teaching;
4.0 Meets with Externs on an individual basis as necessary, confers with Externs about their progress, and advises them on their program;
5.0 Participates regularly as a member of SECTEP; and
6.0 Fulfills Field Coordinator responsibilities identified below, or supports the Field Coordinator.
7.0 Assists in conducting Master Teacher Orientations.
8.0 Insures that Master Teacher and Extern are fully aware and in agreement of their roles and program requirements by providing periodic updates to Master Teachers (MT forms) regarding program expectations.
9.0 Conferences with Master Teachers when requested;
10.0 Coordinates discussion between the Placement Coordinator, PDD Coordinator, and Program Advisor when there are concerns and potential problems in the placement.

Included in each Professional Development District is a district staff member who is designated as Placement Coordinator. This person represents the Professional Development District in the program, acts as liaison person between the district and the University, negotiates candidate placements in the district, and participates in on-site seminar classes for candidates.

Specific responsibilities of the district **Placement Coordinator** are as follows:
1.0 Arranges candidate field placement based on recommendations from Program Advisors;
2.0 Maintains weekly contact with the PDD Coordinator;
3.0 Serves as liaison between the district, University, and field-centered activities;
4.0 Provides introductions between the PDD Coordinator and district staff.
5.0 Participates as a member of SECTEP;
6.0 Maintains contact with Master Teachers and provides feedback to the PDD Coordinator and Program Advisor; and
7.0 Plans and conducts other professional activities as needed.


A representative of the teachers’ union is a member of the SECTEP Community/Internship Advisory Panel. All participants are made aware of additional professional development activities sponsored by education-related organizations such as the University, the County Department of Education, and professional organizations at local, state, and national levels.

With respect to the Professional Track Program, the Director of the Internship Program coordinates the placements while the Assistant Director supervises the fieldwork coordinators who visit students twice during the first ten weeks of the program. Speakers from neighboring districts regularly present to students on such topics as standardized assessment, English Language Learners, and adaptations and modifications for special needs populations.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

Our Single Subject Credential Program maintains close ties with two major districts, Anaheim Union High School District and Fullerton Joint Union High School District, and provides two major avenues of articulation between the preliminary and induction programs.

**TPA Assessment:** We collaborate with local school districts to design a smooth transition from teacher preparation to induction. Tasks 2 and 3 are scored by BTSA support providers who are also state certified assessors.

**MSE Induction Emphasis:** Currently we have established collaborative partnerships regarding the induction programs. These collaborations include the collaboration delivery of a MSE Secondary Education with Emphasis in Teacher Induction. A special emphasis in our MSE Concentration in Secondary Education allows candidates who have enrolled in EDSC 502A, B, C, D during their induction years to use these 6-units towards a MSE. Candidates may enroll through UEE by special arrangement with a district BTSA Director. Units are aligned with successful completion of CFASST Events as follows:

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<th>EDSC 502 Series and Corresponding CFASST Event</th>
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<tr>
<td><strong>Course</strong></td>
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<td>CSUF Single Subject Credential</td>
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2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Our cost-sharing in teacher preparation and teacher induction is evident in our Professional Development District partnerships as well as collaborations with local district and county PTTP, Pre-Intern, and Intern programs. For example, several university faculty and partner district BTSA support providers have completed training as TPA assessors. This collaborative effort has greatly enhanced the articulation between preparation and induction. The Department Chair serves on the FJUHSD Induction Board. The University Extended Education Program collaborates with many local districts to offer 502 and x932 credit (the latter is not applicable towards graduate credit, but does meet district pay scale movement requirements). We have also offered OCDE and districts credit for their pre-intern and PPPT training towards credential prerequisites.

Anaheim Union High School District serves as the LEA for the Internship Program Grant.
Program Standard 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Program Elements for Standard 3: Relationships Between Theory and Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

The CSU Fullerton Single Subject Credential Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in coursework and the practical experience gained in secondary classrooms. During the program, candidates develop philosophical and methodological perspectives that are tested in practical experience. Field experiences compliment coursework, enabling students to deepen their understanding of the complex influences shaping our schools. Candidates develop a notebook of Teaching Assessment Documentation over the course of the program that facilitates their development as reflective practitioners in alignment with the Teaching Performance Expectations. As evidenced by course syllabi and course descriptions, our program includes recurring examination of a broad range of educational issues and their relationship to practice.

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

EDSC provides students with an introduction to philosophical, historical, and sociological issues of education and schooling. Students are introduced to the fundamental issues, theories, and research in education as they examine contemporary schooling practices. These concepts are juxtaposed with a field experience in which students are introduced to the school as an organization, the classroom as a learning center, and teaching as a career. Students are also required to attend a school board meeting and may attend other functions that exemplify social, political, and economic forces: such as, extracurricular activities, Parent Teacher Association meetings, and parent conferences. As a concluding activity, students compose a draft of their teaching philosophy and compile the beginning of their Teaching Assessment Documentation. EDSC 310 is available to all campus students wishing to explore a career in teaching.

In EDSC 320, assignments and readings focus on theories and applications of adolescent cognitive and moral development. Students interact further with historical, social, anthropological, and psychological theories of education. These perspectives are woven throughout the course to give students a theoretical understanding of secondary students and the contexts that influence what goes on in classrooms. The course is organized to address both the similarities of adolescents (with respect to the biological, cognitive, and sociocultural changes they undergo) and differences (with respect to age, gender, ethnicity, social class, and exceptionality).
Throughout the credential program, candidates continue to gain essential knowledge about the nature of adolescents, the secondary school, its curriculum, instructional materials, and teaching strategies from the university coursework. The candidates apply their knowledge in the reality of the secondary school classroom as they proceed in each semester of the program. In essence, the professional development district becomes a "text" for students to read, analyze, and interpret.

3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

EDSC 440S focuses on issues related to what goes on in secondary school classrooms. Topics are organized around the TPEs and include lesson planning; writing objectives; planning for a semester of instruction; teaching ELD and other special needs students; teaching and the law; budgeting and school finance; national, state, and district policies; teacher organizations; educating special education students; and current issues in education. School district specialists and Master Teachers/Mentors augment the study and application of general pedagogy.

3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

Candidates are required to develop lesson plans in 330, 340, 304, 410, 440S, 442, and 449S. They are expected to utilize lesson plans and reflect on practice in 440F, 449E, and 449I. As they progress through the program, candidates are expected to make better judgments regarding instructional decisions based on their growing knowledge of educational theories and research in the areas of developmentally appropriate content, instructional, and assessment; English learners; struggling readers; content-specific and appropriate pedagogy; and current educational practices and issues in California.

3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

Instructors model and candidates practice, first in university classrooms and then in secondary classrooms, a variety of models of teaching—social, personal, information processing, and behavioral systems. In every class, candidates are coached on how to select and apply these models contextually and with consideration of both the curricular and student circumstances. Candidates are challenged to choose models of teaching that are appropriate for the grade and skill levels of students, and to adapt instruction appropriately.

Examples of instructional strategies that are modeled and coached include: cooperative learning (pairs, groups, jigsaws); writing and reading across the curriculum; use of technology by teachers and students to improve student achievement; laboratory activities; student performances, presentations, and projects; self introspection; concept formation and attainment; use of concept mapping; literature circles; individual and group research; discussion and student recitations; peer-assistance; use of manipulatives; and student-created assessments. Seminar topics identified on course syllabi attest to the variety of the models. Further, even in our more theory-based courses, such as EDSC 320 Adolescence, instructors continue to reiterate that candidates should constantly think about how to adapt the instructional strategies they are witnessing for their own classroom use.
**Program Standard 4: Pedagogical Thought and Reflective Practice**

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

**Program Elements for Standard 4: Pedagogical Thought and Reflective Practice**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

1. **4(a)** The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

Throughout the program, candidates evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. In various courses, candidates consider student needs and characteristics in planning and/or adapting instruction and assessment: In 310 candidates examine instructional goals and how to modify instruction and assessment for diverse students. In 320, candidates consider the needs of secondary students with a variety of diverse characteristics in terms of age, biological development, cognitive development, socioeconomic status, individual differences, and gender. In 330, they consider the specific needs of students of varied reading levels. In 340, they consider the specific needs of students of diverse cultures and abilities. In 410, they consider the specific needs of students who are English learners and/or who have parents who do not speak English. In 310 students practice TPA Task 1, Scenario 1. In EDSC 330, candidates practice TPA Task 2. In their first and second semesters of fieldwork, candidates revisit these differences of students as they increase their development and implementation of lessons through co-teaching and finally student teaching.

Candidates continually reflect on their teaching practices and decisions. Small- and whole-group discussion in content-specific courses (methods) and general pedagogy courses (all prerequisites and 440S) allow candidates to discuss critical issues in educational practice. Candidates are required to teach utilizing a variety of instructional formats and reflect on their teaching. They always do with in consideration of the content and performance standards.

1. **4(b)** In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

In EDSC 310, candidates evaluate important contemporary issues in California schools and classrooms. Utilizing articles from sources such as the *Kappan*, *Educational Leadership*, and the *Los Angeles Times*, candidates explore current problems facing California teachers, administrators, and parents. In small and whole-class discussions, candidates participate in decision making and problem solving in the attempt to identify solutions to these critical issues.

In EDSC 320, students complete readings and assignments related to issues of school size and organization, school violence, depression and suicide, bullying and harassment. In EDSC 440S, candidates attend a first week of presentations on contemporary issues related to legal and ethical considerations, English learners and special populations, and struggling
readers. In each of these presentations, candidates are presented with current problems facing teachers, administrators, and parents. They discuss or role-play decision making on complex educational issues.

4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

Candidates are required to self assess their proficiency in the Teaching Performance Expectations during their prerequisite, first, and second semester in the program. Extern candidates are required to summarize and evaluate their lesson plans and implementations. As they begin their student teaching semester, candidates are required to meet with their Master Teacher and identify areas of strength and weakness. Candidates are required to work with colleagues to design and practice lessons and plan assessment. Their classroom management plans and other instructional materials are reviewed by peers. This helps candidates make informed decisions about their own teaching and learning.

Interns complete an Individual Intern Development Plan where they identify areas to work on based on the California Standards for the Teaching Profession.

4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California’s economy and culture.

The state content standards and frameworks are required texts for EDSC 310 and EDSC 440S/F, and EDSC 442/449S. In addition, the state reform document, Aiming High, is an important document in EDSC 310. Faculty continue to have their candidates explore current issues utilizing materials from EdSource. In every course in the program, candidates are required to relate learning to their implementation of curricula that meet state requirements. Candidates take an extensive and critical look at California’s economy and culture in EDSC 340, and are required to develop multicultural curricula in their content area. EDSC 320 emphasizes the biological, cognitive, and sociocultural development of adolescents. In this course, students focus on the commonalities and differences among adolescents in regards to their intellectual, ethical, social, personal, and biological development of students. They consider the formation of identity, autonomy, moral and ethical codes, and sexuality in the context of California society. Candidates are also encouraged to join their subject matter professional organizations, Computer Using Educators (CUE) and ISTE, and the student association of the NEA. These organizations provide them with additional resources. Finally, each course provides candidates with a bank of electronic resources, including CLRN, the California Learning Resource Network, where they are able to review and evaluate instructional materials.

4(e) The program fosters each candidate’s realization that the analysis and assessment of alternative practices promote a teacher’s professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

Throughout the program, candidates make pedagogical decisions. With each additional course, candidates explore additional resources on which to base these decisions, including state-adopted instructional materials and curriculum frameworks; professional literature sources, including membership in and attendance at local conferences of their professional organization and membership in student associations of teacher unions; an increasing circle of peers, teachers, and university faculty who become their colleagues; and ongoing
reflection of practice and proficiency. These resources enable candidates to consider a wide variety of approaches to instructional planning, implementation, and assessment, such as authentic assessment, constructivist models of teaching, inquiry learning and student-based projects.

Our program is based on a collaborative approach and is coupled with a philosophy of teacher preparation that puts a premium on combining theory and practice throughout the program. To achieve this, the SECTEP (Secondary Education Cooperative Teacher Education Program) faculty developed a Professional Development District (PDD) concept that brings teacher preparation candidates into the world of the contemporary secondary school within the first week of classes. Moreover, instructors in the program are drawn from university faculty ranks, school district personnel, and master classroom teachers. In this manner, credential candidates are exposed to multiple perspectives regarding classroom life.

In the Internship Program, candidates are paired with a Mentor Teacher.

Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children
In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access to the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Successful completion of a course in cultural diversity is part of the General Education requirements for the baccalaureate degree at California State University, Fullerton. Students may choose from a selection of courses identified to meet this requirement. These courses are identified under Category IV (Implication, Explorations and Life-long Learning) of the General Education requirements.

In EDSC 310, students explore issues related to changing school populations, adjustment of immigrant children to schooling, effects of prejudice and discrimination on youth, and state and national policies in these areas. In EDSC 320, these issues are more closely examined through the exploration of similarities and differences in the biological, cognitive, and sociocultural transitions that adolescents from diverse backgrounds undergo.

EDSC 340 provides targeted information regarding major ethnic and linguistic communities of students. Additionally, it offers an extensive overview of the social, cultural, and historical circumstances surrounding the educational preparedness of diverse students and special populations. The course briefly introduces Specially Designed Academic Instruction in English (SDAIE) along with supportive lesson plan format. In addition, students are required to do a research project examining predetermined topics that include diversity, equity, special education, institutional discrimination, eugenics, and socioeconomics. How pre-service students increase their knowledge of effectively teaching in diverse communities is by visiting and listening to urban student panels, researching cultural environments and how
these environments assist in the understanding of schools, participating in cultural and
linguistic simulations, and learning about different learning strategies such as Gardner and Bloom.

Given our philosophy of empowering all students to shape communities that are more
humane and enabling students to understand the implications for their practice of
differences and similarities among students, and the needs of our surrounding districts, all
candidates are trained in teaching and interacting with students and parents that are
linguistically, culturally, and socioeconomically diverse. Beyond the specific attention
devoted to these issues in the pre-service coursework, program candidates are placed for
first semester teaching in at least one class with a minimum of 25 percent minority
students. In our service area, the norm is nearer fifty percent minority, with some
classrooms over ninety percent minority. In these settings, students are supervised and
counseled in effective behaviors and strategies to increase communication and rapport.
Candidates are also strongly encouraged to student teach and/or observe in Specially
Designed Academic Instruction in English (SDAIE) subject matter and English Language
Development (ELD) classes

5(b) The program design includes study and discussion of the historical and cultural traditions of the major
cultural and ethnic groups in California society, and examination of effective ways to include cultural
traditions and community values and resources in the instructional program of a classroom.

EDSC 340 introduces significant cultural and historical variables relative to major ethnic
communities in the state of California. A special emphasis is given to local diversity,
particularly communities in which teacher candidates will likely be placed for employment.
Students are asked to critically engage the historicity of diverse California Cultures.
Classroom activities include modeling, simulations, conducting culturally biographical
research, and field trips intended to sensitize students to cultural diversity and prepare
them for effective practice. Culminating coursework requires students to create culturally
enriched-informed pedagogies through sample lesson plans, lesson presentations, and/or
small and large group discussions.

5(c) The program develops each candidate’s ability to recognize and minimize bias in the classroom, and to
create an equitable classroom community that contributes to the physical, social, emotional and
intellectual safety of all students.

Candidates are informed of their responsibilities to report Child Abuse and to avoid sexual
harassment in the Single Subject Credential Handbook. They are required to attest that
they will follow these guidelines on the PRE-5 Candidate Checklist, which is submitted at
Preorientation.

EDSC 320 and EDSC 340 students examine the biased and cultural self through simulations,
in-class activities, research, and exercises. These exercises are intended to allow the
student to react to their own biases, and to respect their cultural self so they in turn would
learn about the culture of others. Along the way, instructors discuss learning theories and
styles among diverse student populations. Instructors introduce and reinforce multiple
intelligences by modeling proper lesson planning techniques, and demonstrating how to
interact with individual students. Other techniques include fieldwork that allows students to
address issues of diversity, and participation in an online course format (Blackboard) which
allows students to examine accessibility of technology, the digital divide, and how
technology can be used to strengthen participation for all students. Instructors also discuss
how to design the physical organization of classroom instruction to maximize learning
among students with a variety of learning abilities through affective and reflective modeling.
The course requires demonstrations of student-generated classroom scenarios, problems, and solutions.

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

In EDSC 320, readings, presentations, and assignments explore myths and realities of gender-specific behaviors, dominant psychosocial issues faced by girls and boys; similarities and differences in identity development and peer relations. Discussions and group presentations probe strategies for helping adolescents to encourage androgyny, facilitating gender equity in the classroom.

EDSC 340 addresses the importance of reflection as education professionals. Exercises in this course require pensive self-evaluation and suggest corrective action. Assignments may include reflective journals, research on specialized topics, self-reflective exercises, in-class simulations, online discussions, demonstrations of gender bias within cultures, and other exercises throughout the course that examines both male and female gender stereotypes and how these may affect student outcomes.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

EDSC 340 lays the foundation for better understanding the basis of personal beliefs, attitudes and expectations of students and diverse families. It does so by using a variety of formal, informal, and personal anecdotes and experiences to underpin an academic investigation on the basis and fuel for beliefs, attitudes, and expectations about diverse families, students, and schools. The course further utilizes demonstrations through instructor guided role-playing and discussion of diverse beliefs, discussions which are further expanded and applied through computer-mediated venues. Other avenues for student opportunities to examine implied beliefs are through the use of personal journals, online discussions, and by researching current and historical topics on families and schools. To better assist students in teaching toward high academic performance for all participants is by learning about multiple intelligences, Bloom’s taxonomy for learning, and by creating lesson plans that are focused on student performance and toward state and national subject standards. Plans for the future may include a service-learning project that would assist students in their understanding of self, families, and community resources.

5(f) The program provides each candidate with the capacity to recognize students’ specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

EDSC 340 emphasizes the importance of continual development of materials to be placed in teaching portfolios. Theories of learning and development are addressed, along with the theory of multiple intelligences. By learning about such items within the context of a course on diversity, students are better able to recognize students’ specific learning needs, and to assist all students’ in learning. Though classroom practices, conducting research on learning and diversity, and critiquing past classroom practices, students are then positioned to thoughtfully consider how to most affectively address student needs and place them in the context to be maximally successful.
Category B
Preparation to Teach Curriculum to All Students in California Schools

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas
The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate’s performance on pedagogical assignments and tasks, similar to those used in the institution’s teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate’s overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

6 (a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

Throughout the program, candidates develop and build upon the essential skills and knowledge required to assume the daily teaching responsibilities of a professional teacher. These skills and knowledge includes issues of classroom management and discipline, student rapport and classroom environment, curriculum planning and instructional diversity, student motivation, presentation skills, diagnosing and evaluating student achievement and abilities, critical thinking, developing positive attitudes in students, teaching diverse student populations, and teacher professionalism.

Candidates document evidence of their development in their Teaching Assessment Documentation (TAD). The TAD is organized around the California Standards for the Teaching Profession and Teaching Performance Expectations and is a collection that provides evidence of professional knowledge, attitudes, and skills. It includes multiple sources of evidence, collected over time and refined.

As a Process Tool, the Teaching Assessment Documentation (TAD) helps teacher candidates:
- integrate knowledge, skills, and attitudes acquired from a variety of practical and theoretical aspects of teacher training;
- define values and beliefs related to teaching and learning;
- foster effective problem-solving, decision-making, and leadership skills;
- understand and develop competency in the Teaching Performance Expectations; and
- complete summative assessments of teaching performance, including the Teaching Performance Assessment.

As a Product Tool, the Teaching Assessment Documentation (TAD) helps candidates:
- provide evidence of meeting or exceeding the Teaching Performance Expectations and successfully completing the Teaching Performance Assessment;
- chronicle self growth across stages of teacher development;
- establish personal standards of excellence;
- document these standards in a tangible document; and
- promote professional skills and abilities.
Candidates develop their TAD over the course of four semesters. The portfolio is divided into seven sections that correspond to introductory materials and the six California Standards for the Teaching Profession. Specific materials are required in each section. For example, a classroom management plan is required for the section, Creating and Maintaining Learning Environments for all Students, and lesson plans are required for the section, Planning and Organizing for Instruction.

6(b) During the program’s coursework and fieldwork, each candidate’s assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate’s preparation for the performance assessment.

Candidates will be evaluated on TPEs throughout program. Candidates self-evaluate their skills in 310 and 460. This will be done via the TPE Proficiency Level assessment). The Master Teacher or Mentor (for Internship Candidates), will evaluate candidate in 440F/449E and 449I. The University Supervisor evaluates candidate in 449E and 449I. Anchor courses have been identified in which candidates will engage in formative assessments that resemble the TPA.

6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

The Assessment Matrix demonstrates that the full range of pedagogical competencies is addressed throughout the program coursework and field experiences.
Program Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English
The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

The CSU Fullerton Single Subject Credential Program provides instruction to prepare candidates to infuse reading and writing skills across the curriculum for all students, including those with varied reading levels and language backgrounds. Strategies taught are research-based and transferable to any content area. Coursework includes assignments that allow candidates to practice their skills in teaching reading and writing skills within the content area, assess student reading and writing skills, and provide remediation and make referrals as appropriate.

In EDSC 310, candidates are introduced to the Department Lesson Plan Format, which includes a section on adapting the instruction to address the improving students' literacy. Candidates are introduced to state reform documents for middle and high schools and the state Content Standards for all subject matter areas. Finally, candidates are introduced to the need to adapt curriculum for and focus on the needs of struggling readers.

EDSC 330, Literacy Development in Secondary Schools, focuses on key concepts, issues, and terms in the area of literacy across the curriculum; theoretical foundations of literacy and cognitive development; and instructional strategies for improving secondary students' vocabulary, reading, composition, and study skills in content area classes. Students examine literacy from a state and national perspective. Candidates discuss and reflect upon methods, research, and instructional programs in readings and lectures; review E/LA content standards (STL); model applied instruction with literacy strategies; discuss ELs needs in Subject Matter (SM) literacy. Candidates discuss and apply through in-class activities ways to use strategies in SM for ELs and speakers of English, following the E/LA standards and English Language Arts Framework. Candidates apply research and methods in a Subject Matter Lesson Plan Project, based on E/LA standards, with explicit strategies in reading, writing, and related skills for speakers of English and ELs. Candidates present components of their literacy-infused lesson plans to the class and receive both instructor and peer feedback.

In EDSC 440F, candidates’ fieldwork includes assisting (individually and in small groups) developing readers in the classes in which they are preparing to teach.
In EDSC 442, candidates are required to design lessons that improve and require reading and writing in their content area. They utilize textbooks and other resources in their content area that address these needs.

In EDSC 449E, I, S, candidates are required to design, implement, and evaluate lessons that promote fluent reading for ELs and all students.

7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

In EDSC 330, candidates discuss variety of methods for SM literacy (STL); discuss variety of reading levels (STL) and language backgrounds (EL readings/lecture); discuss students with special needs as they relate to literacy in SM. Candidates learn to assess levels of readability with SM texts; analyze levels of ELs proficiency (e.g. Cloze and other reading tests) and language one relationship to English reading. They apply strategies for students with special needs in mainstream classroom (e.g. utilizing large print and/or graphic organizers). Candidates apply research and methods in a Subject Matter Lesson Plan Project, which includes an array of strategies applicable to various reading levels and language backgrounds. Methods for tapping into students’ prior knowledge and vocabulary development are also included in candidate lesson plans.

Course content includes a review of the research in reading instruction; skills in providing meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English; diverse and effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students; background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences; instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns; instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction; and instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings.

7B(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

(ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.

(iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.

(iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.

In EDSC 330, candidates discuss (i) background knowledge, vocabulary, and explicit comprehension instruction through reading (STL) and lecture; (ii) organized programs of explicit skills teaching of decoding and spelling (STL); (iii) diagnostic assessment of reading skills; (iv) introduce second language/literacy acquisition theory; (v) reading/writing connections and ways to promote SM writing proficiency. Candidates (i) extend discussion of background knowledge, vocabulary, and explicit comprehension instruction through in-class demonstrations, small group projects, and group presentations; (ii) demonstrate the importance of reading fluency through course assignments and demonstration lesson; (iii)
practice assessment of background knowledge, and model SDAIE techniques for ELs; (iv) model use of reading/writing strategies through class demonstration. Candidates apply aspects of all four components in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

In EDSC 440F, candidates’ fieldwork includes assisting (individually and in small groups) developing readers in the classes in which they are preparing to teach. In EDSC 442, candidates are required to design lessons that improve and require reading and writing in their content area. They utilize textbooks and other resources in their content area that address these needs. In EDSC 449E, I, S, candidates are required to design, implement, and evaluate lessons that promote fluent reading for ELs and all students.

7B(d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

In EDSC 330, candidates are introduced to linguistic terminology in a discussion of language acquisition; discuss the role of phonological/morphological components in reading acquisition (STL, pp. 3-22); and discuss literacy acquisition theory for ELs. Candidates demonstrate instructional strategies for students with special needs/reading difficulties and proficient readers (STL; other reading, lecture). Instructors discuss strategies for explicit teaching of phonological and morphological skills (STL).

7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.

The CSUF College of Education provides adequate resources to staff content-based reading methods courses, including two full-time, tenure track faculty members with expertise in reading, writing, literacy development, and CLAD, as well as several highly qualified part-time faculty who have expertise in reading and writing across the content areas. These faculty members build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction by providing all faculty with updates on state, national, and local reading assessments and approaches. The Course Custodian meets regularly with instructors to review current research, updates to the syllabus, and new resources.

7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Topics in the Professional Development District seminar (EDSC 440S) include presentations by district mentor teachers on district policies for the identification, assessment, and placement of English Language Development students and instructional strategies that enable all students to be academically successful. Candidates continue to utilize instructional strategies that support readers of various levels and English Learners throughout their student teaching experience. Adaptation of curriculum to meet the needs
of these students is required on every lesson plan. The course chair meets regularly with instructors to review current research, updates to the syllabus, and new resources.

The field experiences of each candidate, including student teaching assignments, are designed to link theory and practice between reading methods coursework, other related coursework, and the practical experience components of the program. They include ongoing opportunities to participate in effective reading instruction. The EDSC Lesson Plan Format includes a section on adapting instruction for readers of various levels. Throughout the program, candidates revisit this topic, insuring that they have a wide variety of strategies at their disposal.

Candidates are required to assume full responsibility for three classes during their student teaching semester. These classes are required to include students of varied reading levels, English learners, and special populations. Because of the lengthy observation period and gradual induction into student teaching that occurs during the first semester of our program, candidates have extensive opportunities to explore the gifts and challenges of student diversity. E/I-1 VERIFICATION OF DIVERSITY OF STUDENT POPULATION documents that the candidate’s student teaching experience includes students of varied reading levels. PRE-4 PERFORMANCE EVALUATION FOR 40-HOUR FIELD WORK ASSIGNMENT documents that candidates observed the utilization of reading strategies/techniques to improve teaching and learning in the general education classroom. See forms in the Single Subject Credential Program Handbook.

7B(g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

E/I-2 VERIFICATION OF MASTER TEACHER QUALIFICATIONS includes verification that Master Teachers and Mentors are competent in their content area, classroom management, and ability to address the needs of students of varied reading levels. Master Teacher Forms provide communication of requests to model effective practice and monitor candidate progress in meeting performance standards in reading, writing, and related language instruction.

Master Teacher and University Supervisor assessment of candidate through the lesson plan observation forms and TPE Level of Proficiency (see E/I-3, E/I-4, ST-1, and ST-2) allows for regular feedback regarding candidate skills in reading, writing, and related language instruction.
Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

In EDSC 442, candidates are required to develop an individual philosophy for the subject matter area of authorization. In addition, candidates are required to identify and incorporate content standards into their lesson plans and write a corresponding instructional objective. Candidates in EDSC 442 are given multiple opportunities to learn, practice and reflect on the following TPEs:

1b: Current methodologies are discussed and demonstrated. Students apply methodologies and then reflect upon practice (i.e. video taped micro lesson).

2 & 3: Various ways to monitor and assess student progress are examined which candidates apply during one-week and three-week unit planning.

4: Strategies/resources are developed for making content accessible to all students and especially struggling readers, ELL students, and special populations. All lesson planning requires students to develop strategies to make lesson accessible to these three groups.

5 & 6: Objectives and lesson plans are created that will engage classroom students and are comprehensible to the classroom students, as well as, use appropriate strategies and methodologies that are appropriate to the grade level of the classroom students. With each lesson candidates identify the resources and materials needed for implementation.

9 & 10: Assignments in EDSC 442 requires candidates to plan for one day, one week and then three weeks. Plans need to encompass contents standards and establish short- and long-term goals. Candidates are also required to incorporate in the lesson plan strategies to manage and allocate time so classroom students meet standards and objectives. Classroom management of routines and tasks specific to subject matter are discussed in 442 sessions on classroom management. Candidates are requested to further refine their classroom management plans that were developed in 440S.

12 & 13: Professional growth and obligations are infused throughout the 442 course in conversations and reflections on practice. Candidates are required to present two lessons to the 442 class. The first lesson is based on the one-day lesson plan and is approximately 5-7 minutes in length. The class then critiques the lesson verbally and the candidate can then reflect upon the feedback. The second lesson is the videotaped micro lesson, which is approximately 15-20 minutes and is critiqued in written form by 442 classmates and instructor. Then, the candidate must view the tape and write a self-critique/reflection and submit. This prepares the candidate for the Teaching Performance Assessment Task 4.

Candidates are required to do a one-day lesson plan, a one-week unit plan with 5 daily lesson plans and supporting materials, and a three-week unit plan with 15 daily lesson plans and assessment. All plans must include state content standards addressed in the lesson. For the one-week and three-week unit/lesson plans, students are required to incorporate the use of various instructional strategies as discussed in the course including motivational activities and questioning strategies; various materials, technologies, and resources such as supplemental out-of-class activities, supplemental reading lists, journal articles, materials to
support struggling readers, ELL students and special populations such as graphic organizers, skeleton outlines, anticipation/reaction guides, etc.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

8B(a) Mathematics. During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

Foundational Level Mathematics: Candidates in Foundational Level Mathematics are supported in meeting the following goals through their coursework in EDSC 442M and EDSC 449S:

1. Identify the mathematical objectives for a unit of study and plan a series of interconnected lessons that will help learners to meet these;
2. Create instructional plans that exhibit a variety of teaching strategies including an emphasis on engaging students in mathematical discourse;
3. Justify the instructional strategies used in a lesson in relation to the mathematical, cognitive, and social objectives of a lesson;
4. Extend understanding of the structure of mathematics and connections among mathematics concepts.
5. Develop the ability to diagnose mathematical misunderstandings held by students and create learning opportunities to resolve those misunderstandings;
6. Design and use formative assessment to evaluate learners’ progress and needs as they move through a unit of study; and
7. Design a summative assessment for a mathematics teaching unit that contains questions of procedural skill and questions of conceptual understanding.

The five Standard 8-B program elements are subsumed in these six goals. Specific lessons that target these goals, together with a brief description, are listed below.

- **Standard 8-B # 1 (EDSC 442M Goal 1).** Candidates read and discuss state framework issues in relation to the courses that they are observing and teaching. They prepare and present model lessons that address specific state standards.
- **Standard 8-B # 2 (EDSC 442M Goals 1 and 4).** Candidates study state-adopted textbooks and district content maps and are asked to consider the development of ideas within units of mathematics. They then plan lessons that serve to build students’ knowledge from simple knowledge and concepts to more complex connections and relationships.
- **Standard 8-B # 3 (EDSC 442M Goals 2 and 3).** Candidates plan and present to their classmates a lesson aimed at developing students’ understanding of a concept and development of procedural fluency with a basic skill.
- **Standard 8-B # 4 and 5 (EDSC 442M Goal 4).** Candidates are given samples of student work with both non-standard as well as incorrect solutions. They identify each student’s strategy and explain the mathematical thinking behind it. Where applicable, candidates describe what misconception(s) are apparent and develop a plan to redirect the student towards a correct understanding.
Mathematics: The syllabus for MATH 442 methods class lists the following goals for the students:

1. Write units and daily lesson plans identifying objectives and utilizing a variety of teaching strategies and techniques;
2. Apply a variety of instructional procedures appropriate to different learning styles and based on both convergent and divergent thinking techniques;
3. Review State Framework and district courses of study;
4. Empathize with the divergent student populations in the secondary Math Education classroom and modify instruction to meet the needs of these populations (ESL, slow readers and GATE);
5. Demonstrate competence in evaluating student achievement; and
6. Review regularly the immediate and long-term objectives of each lesson within the context of impact.

The five Standard 8-B program elements are subsumed in these six goals. Specific lessons that target these goals, together with a brief description, are listed below.

- **Standard 8-B # 1 (MathEd 442 Goal 3).** Students read and discuss state framework issues in relation to the courses that they are observing and teaching. Students then prepare and present model lessons that address specific state standards. These lessons are critiques by the class and the other students. These lessons would be included in the student's portfolio of work.

- **Standard 8-B # 2 (MathEd 442 Goals 2, 4, and 6).** Students are given a situation where they need to respond in the optimal professional manner, such as dealing with a difficult student, an unsupportive parent, or a student with special learning needs. Students role-play the situation and reflect on best options. Students follow-up with a written discussion of a similar situation that they encountered during the semester.

- **Standard 8-B # 3 (MathEd 442 Goals 1 and 2).** Teams of students present a given mathematical topic from several points of view, both mathematically and pedagogically. For example, on the subject of solving systems of linear equations, one student might present a traditional hand-graphing lesson; another student might use a graphing calculator to find iterative approximations; and another might show algebraic solutions. The team would then show the connections between all three approaches, with an emphasis on using different approaches to develop understanding and insight on an individual level.

- **Standard 8-B # 4 and 5 (MathEd 442 Goals 1 and 4).** Students are given a sample test with "wrong" solutions. Each student identifies the misconception(s), assesses the best course of action, and develops a plan to help redirect the student towards a correct solution. These also are then placed into the portfolio.

8B(b) Science. During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.

Candidates for the Single Subject Credentials in Science address content-specific topics in Sc Ed 442 and Sc Ed 449S. Specifically, candidates:

1. Address, through discussion and application, how the California State Standards for teachers and the California State Science Standards relate to teaching, content taught and assessment. The candidates determine the role of logic, philosophy, organization, assessment and knowledge in the developing their lesson plans.
2. Apply science concepts to the study of their particular area of science through developing a wide variety of strategies, projects, and related activities that promote learning.

3. Address critical thinking and learning skills by developing lessons for their students that are open-ended and inquiry based.

4. Discuss and develop lessons, which deal honestly and accurately with sensitive issues that must be covered in science.

5. Create lessons and alternative assessment tools, which address the English Language Learner, Special Learners, and Reading in the classroom.

6. Develop lessons that incorporate long range planning, show continuity, and are based on standards, goals and objectives.

7. Discuss and develop strategies that address the general classroom environment and laboratory safety.

8B(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

History Social Science candidates address content-specific topics in EDSC 442S and then revisit these topics in EDSC 449S. Instruction of strategies includes (1) candidate reading and research, (2) instructor modeling and demonstration (3) candidate practice and evaluation. Candidates:

1. Learn and apply the state approved standards through the application of History Social Science analytical skills in the lesson plans they develop for their students.

2. Apply social science concepts to the study of history through developing for their students a wide variety of case studies, historical literature, and cross-cultural activities.

3. Encourage civic participation through developing lessons for their students focused on democratic civic values and constitutional principles.

4. Develop lessons, which deal honestly and accurately with the many multiple views of historical and current controversial issues.

5. Create lessons, which compare and contrast the major religions in the world as well as make their students aware of the many biases, which exist against "other" religions.

6. Develop lessons, which apply a wide range of critical thinking skills into social studies instruction.

7. Incorporate lesson strategies, which utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

8B(d) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.
In English Education 442, Methods of Teaching English, and English 449 S, Seminar in Student Teaching, candidates learn approaches and methods to teach advanced skills in the use of oral and written language, consistent with the California English/Language Arts Framework. The Framework itself is a text in the methods class. All lesson plans refer to standards from the Framework. Instruction specifically covers such methods as systematic comprehension support, analysis of information and literary texts, technology for researching, writing, and editing, and direct instruction of writing applications, strategies, and written and oral conventions.

In these classes, we also address the teaching of characteristics, features, purposes, and contexts for the major genres of literature. All lesson planning incorporates the teaching of literature, language, and comprehension, which includes oral and written language. Unit lesson plans include separate attention to written and oral activities.

All students learn ways to increase their knowledge and skills involved in content-based reading and writing methods, and to build on their understanding of features of linguistics, including the phonological/ morphological structure of the English language. Professional growth and professional obligations and responsibilities are emphasized throughout the program.

In English 449 E, the first semester co-teaching component, and English Ed 449 I, the second semester student teaching component, the same elements are emphasized and integrated into the instruction. Supervision is provided for both teaching components. English Ed 449E is taken concurrently with the Methods course, and 449I concurrently with the Seminar course. Because the fieldwork and collateral coursework is integrated, we describe this as a programmatic, rather than fragmented approach to addressing the content and subject areas of teaching English to all students.

8B(e) Art, Music, Theatre, and Dance. During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the Visual and Performing Arts Framework and Student Academic Content Standards, including (1) processing sensory information through elements unique to art, music, theatre, or dance (artistic perception); (2) producing works in art, music, theatre, or dance (creative expression); (3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context); (4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and (5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications). In the program, candidates for SS Credentials are prepared to guide students in Grades 7-12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.

ART: During interrelated activities in program coursework and fieldwork, art candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the Visual and Performing Arts Framework and Student Academic Content Standards, including (1) processing sensory information through elements unique to art; (2) producing works in art; (3) understanding the historical and cultural origins of art; (4) pursuing meaning in art; and (5) relating what is learned in art to other subject areas and to careers. Candidates’ student teaching activities include the production of expressive works by 7-12 grade students. They also participate in discussions that focus on analysis and interpretation of their own work and the work of others.

MUSIC: Candidates in the Single Subject Program in Music are prepared to guide students in grades 4-12 toward the performance of significant musical works for their ability level, in the creation of students’ own improvisations and compositions, and in leading students to understand the works of others and themselves by learning to make analytical and interpretative decisions regarding the music. They learn the importance of collaboration
with other subject areas and faculty within the schools, and how music can be used to enhance the academic curriculum as well as to achieve important behavioral goals.

Music education majors address content-specific topics in MUSE 442 and 449E. These topics are then reinforced in MUSE 449S and 449I in the second semester of the candidates’ practice teaching. Specifically, candidates:

1. Learn and apply a wide array of strategies toward the teaching and learning of the elements of musical performance, knowledge, and understanding, including concepts of pitch, tone quality, intonation, rhythm, tempo, style, articulation, diction, phrasing, blend, balance, timbre, and form. This is accomplished through score study and analysis, lesson planning, and implementation of lessons. An appropriate vocabulary of music is developed and encouraged for their students, with life-long applications.

2. Gain knowledge and experience in leading groups through the preparation process for musical performance, and assessment of such performance, of significant musical works appropriate to a class’s ability level, taking into account the special needs and abilities of individual students. They learn the importance of structuring lessons sequentially, assuring the highest level of success for their young charges.

3. Learn to choose and teach toward the content of musical works with historical, cultural, and multi-cultural significance. All music can be learned within a context which gives added meaning and significance to musical expression.

4. Learn to choose musical repertoire of aesthetic merit and to create opportunities using various strategies and devices to teach toward developing an affective response to music in students, including awareness and acknowledgement of that response, and increasingly sophisticated assessment of the aesthetic experience. They learn to guide students in an assessment of their own performance and to become critical consumers of music.

5. Learn to relate musical learning with that in other subject areas, through both the elements of musical performance, knowledge, and understanding, and through teaching and learning experiences with specific musical repertoire.

THEATER: The theatre department at Cal State Fullerton offers a highly concentrated teacher training program in both English and Theatre. Credential candidates have completed a theatre degree with an emphasis in theatre education and have completed the English Waiver Program, which involves approximately 30 units of upper division English courses. Our program begins in the Spring, continuing through the Fall, in which students engage in coursework that focuses specifically on teaching English and Theatre in the Secondary schools. Students learn, study, explore, participate and practice specific teaching methods in both the academic and educational environment. This is experienced through coursework at the university and through practical experience during the externing and interning teaching experience in the high schools. Students learn and explore methods of teaching based on subject-specific, state, and university standards. Students are awarded a Clear Single-Subject Credential in English and are adept and prepared to teach English, Literature, Speech, and Drama based on their intensive work, participation, and development of a highly concentrated philosophy and curriculum for Theatre and English education.

Methods (440M): This course is primarily concerned with the multiple tasks and problems inherent in secondary school Theatre and English teaching. This course will discuss and implement all TEACHING PERFORMANCE EXPECTATIONS as required by the State of California. Students will learn and practice how to teach advanced skills in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts. Students will learn: specific methods for teaching major
genres of literature; how to incorporate a comprehension program that includes oral and written language; the skills of content based reading and writing methods, and how to build on a foundation of linguistics that includes the phonological/morphological structure of the English language. Students will also learn and practice specific teaching strategies as adopted by the Visual/Performing Arts Framework. These include: processing sensory information through elements unique to theatre/artistic perception; producing works in theatre for creative expression; processing the historical and cultural origins of theatre; and pursuing meaning in theatre by incorporating aesthetic valuing; and relating what is learned in theatre to other subject areas and careers by encouraging connections, relationships and applications. Students will develop a subject-specific philosophy of education in Theatre and English, a year-long course of study in Theatre and English, which include daily and unit lesson plans.

Extern (449E): (Spring) Preliminary planning begins early in the semester and culminates with the teaching-in-training assuming an instructional role in the classroom during the last eight weeks of the extern semester. Arrangements for master teacher assignments are made through the residence instructor, methods instructor, and field coordinator. The extern will work in two classes four days a week for ten weeks including eight weeks of co-teaching the last eight weeks of the high school or junior high school semester. The two classes will be Drama and English. The extern will continue with the same master teacher and will have three classes during the student teaching semester (second semester). This will include two Drama classes and one English. The PDD Coordinator, methods instructor and/or college supervisors will make two visits early in the extern semester to the extern’s classroom(s) for the purpose of making sure all parties (master teacher and extern) understand their responsibilities. Anaheim, Fullerton, and Santa Ana placements will be visited by a supervisor from the PDD. Professional Track will be visited by a Professional Track Supervisor. The methods instructor will make at least two visits during the eight-week period the extern is instructing for the purpose of observations and consultations. Students will be responsible for teaching a Drama AND English unit, the subject of which will be determined collaboratively between you and your master teacher. The unit may be submitted as part of the unit/daily lesson plan requirement found in TH ED 442. During teaching time, students will be visited and observed your classes.

Intern (449I) and Seminar (449S): 449I begins the first day of the Fall semester of the public school and ends the last day of the public school semester. In order to receive credit students must teach the entire public school semester. Students will have full responsibility for three classes, one preparation period, and a conference period congruent with your master teacher/s for the entire semester. Students will be spending five periods in the school to which they are assigned.

8B(f) **Physical Education.** During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the Physical Education Framework including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing social skill development and fair play in games and sports.

During the extern (KNES 442 and 449E) and intern (KNES 449S and 449I) semesters, physical education candidates complete interrelated course- and fieldwork experiences that lead to the understanding and application of content-specific teaching strategies for achieving the fundamental goals outlined in the Physical Education Framework, the Challenge Standards for Physical Education, as well as the National Standards for Physical Education. These co-curricular courses require candidates to learn, plan and implement instruction based on these state and national standards. Throughout the extern and intern
semesters, candidates are required to take an increasing responsibility for planning and then teaching one-day, one-week, and several week lesson/unit plans of instruction. Each lesson and unit plan must identify the relevant state challenge standards addressed in the lesson, the unit, or both. Specifically, candidates learn and apply:

1. Developmentally appropriate teaching practices based on psychomotor skill progressions that challenge all levels of learners based on their current skill level.
2. Modified activities designed to maximize learner participation and success.
3. Practices and strategies that appeal to the adolescents’ need to engage in regular and appropriate physical activity that is interesting and enjoyable to the adolescent.
4. Strategies for integrating the sub disciplines of the broader field of kinesiology so that learners know about, and understand, principles related to the arts and sciences of human movement.
5. Curricular components that require learners to develop interpersonal skills as they solve movement problems and engage in movement activities.
6. Practices and strategies that help learners embrace the importance of appropriate competition in which fair play, excitement, integrity, and sportspersonship are emphasized through participation in activities modified for adolescent learners.

8B(g) **Languages Other than English.** During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the Foreign Language Framework and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students’ insights into the nature of language.

Foreign Language candidates address content specific topic in FLED 442 and then revisit these topics in FLED 449S. More specifically, candidates are required to:

1. Design course goals and objectives, as well as procedures for assessment and evaluation of progress in foreign language learning based on national and state Foreign Language Education standards and contents.
2. Organize subject matter for student learning in a meaningful manner related to students’ cognitive levels.
3. Demonstrate the level of proficiency in the language required to be able to teach the subject matter with ease and confidence at all levels.
4. Utilize in classroom settings a broad spectrum of current foreign language teaching techniques, technologies and strategies that lead to communicative competence and create a classroom atmosphere where learning is interactive and dynamic by using communicative strategies and providing for low affective filter.
5. Apply a variety of instructional techniques suited to different learning styles and students’ ethnic, cultural, and socio-economic backgrounds while respecting age, gender and ability differences.
6. Use strategies and activities that will further critical thinking by providing opportunities for discussions and cooperative learning situations.
7. Develop micro lessons, daily lessons, and unit lesson plans incorporating objectives, techniques and strategies, and means of evaluation.
8. Review regularly the immediate and long-term objectives of each lesson within the context of impacting both personal and broader societal issues.

8B(h) **Health Science.** Not applicable.
8B(i) **Agriculture.** Not applicable.

8B(j) **Business Education.** During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

In EDSC 442 and EDSC 449S, business education candidates are required to plan and implement instruction based on the national and state business education content/challenge standards. Instruction of strategies includes (1) candidate reading and research, (2) instructor modeling and demonstration (3) candidate practice and evaluation. Candidates develop and implement instructional strategies that are based on sound/current methodology for courses in Accounting, Business Math, Introduction to/International Business, Business Law, Keyboarding, Computer Applications and Literacy, and Computer Programming. Candidates incorporate business ethics as a component of all courses and the ethical and moral issues involved with the Internet. Candidates infuse the use of technology in courses that are not computer based. Candidates are encouraged to deliver state-of-the-art technological instruction and be current in the ever-changing world of business. Candidates develop specific management/safety procedures inherent in use of a lab situation. Candidates use authentic assessment, such as portfolios, presentations and projects, and traditional assessment tools to evaluate students’ progress. Candidates are encouraged to participate in student business organizations such as FBLA (Future Business Leaders of America) and professional organizations such as NBEA (National Business Educators Association) and CBEA (California Business Educators Association).

8B(k) **Home Economics.** Not applicable.

8B(l) **Industrial Technology.** Not applicable.
Program Standard 9: Using Technology in the Classroom
Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

Technology embedded teaching and learning is infused across the credential program. Assignments in each class require use of these skills. For example, candidates participate in online chat and discussion in 440S; utilize Word Processing and PowerPoint skills in the development of portfolio materials; develop technology-embedded instructional and assessment materials in 442 Methods and 449S Student Teaching Seminar; and utilize these skills and knowledge in their student teaching experience. Candidates are shown how to select and implement appropriate technological resources for specific concepts. Emphasis is placed on sequencing activities according to students’ prior experiences, level of academic achievement, and developmental stage.

All candidates who complete EDSC 304 or EDSC 307 to meet their computer technology requirements participate in the Intel Teach to the Future program. This exceptional program addresses content standards and national technology standards in every activity. Intel Teach to the Future is part of the Intel® Innovation in Education initiative, a global, multi-million dollar effort to help realize the possibilities of technology education. The goal is to prepare today’s teachers and students for tomorrow’s demands. Participating teachers receive extensive training and resources to promote effective technology use in the classroom. The Intel Teach to the Future program is presented with support from Microsoft. By 2003 one million teachers in more than 25 countries around the world will be trained through the Intel Teach to the Future program. As of July 2006, over 1,000 Cal State Fullerton Single Subject Credential Candidates who successfully completed EDSC 304/307 are part of that population. (Note: Foreign language candidates complete FLED 304 and music education candidates complete MUED 404.)

Candidates may also demonstrate fluency in the skills addressed in this standard through successful passage of the appropriate CSETs.

9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

Candidates review the latest research on educational technology in the classroom and design lessons according to the Intel lesson plan format. This requires consideration of lesson adaptation for English learners, special populations, GATE students, and struggling readers.

9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.
Cal State University has a Policy for Computer Competency for Entering Students UPS 320.030 that all entering students must meet. Entering students are expected to be able to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drive and on secondary storage devices; use a word-processing program to create, edit, format, store, retrieve, and print documents; use an electronic mail system to receive, create, edit, print, save, and send an email message with and without attached files; and use an Internet browser to search the World Wide Web. Students who do not meet the expected level of competency are advised to contact the Academic Advising Center for a list of options and resources.

The Department of Secondary Education has its own Technology Competency Policy that requires additional hardware, software, infrastructure and skills. It is required that students are capable of utilizing Microsoft Office (Word, PowerPoint, Excel) and Publisher to complete assignments. Students are also required to utilize web-based courseware programs, including Blackboard.

Candidates demonstrate personal proficiency and beginning instructional proficiency prior to issuance of the preliminary single subject credential through the successful complete EDSC 304, Computer for Educators (or its equivalent), as a part of their Subject Matter Preparation Program. This course focuses on personal proficiency skills, including knowledge of basic computer hardware and software terminology; skills in the basic operation, care, and troubleshooting of computer hardware; understanding of the legal and ethical issues related to computer-based teaching and learning, including acceptable use policies.

9(d) Each candidate uses computer applications to manage records and to communicate through printed media.

In EDSC 304, candidates learn basic electronic communication skills, including e-mail, discussion groups, and non-line chats; and develop skills in electronic information retrieval. They also learn how to use data management software (i.e., grade book software programs and Excel). Candidates are expected to use Blackboard to manage records in many of the credential courses.

9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaboratives.

Candidates are expected to communicate with each other and their instructors through email. The University provides an email address for each candidate. They utilize Blackboard for many of their courses, thus utilizing discussion boards, chat rooms, and group email.

9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

Candidates utilize CLRN, SCORE, and other state-supported resources to examine and evaluate instruction materials, including multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. They also make use of web-based professional organizations as linked through the CLRN website.
CLRN (http://www.clrn.org/home/) objectives are to identify and review supplemental electronic learning resources such as software, video, and Internet resources; identify learning units or lessons aligned to resources and the state academic content standards; and maintain an interactive web site to provide: information about electronic learning resources through an online searchable database, links to standards based online lessons and to state education technology projects and resources.

Candidates are also exposed to SCORE (Schools of California On-line Resources for Education) (http://www.score.k12.ca.us/), which provides links to quality Internet resources and teacher-developed lessons that are aligned with the California content standards and curriculum frameworks. They are also directed to the California Department of Education Office of Educational Technology website (http://www.cde.ca.gov/edtech/), where they become aware of new educational technology programs.

Candidates utilize the Intel-created Internet and multimedia evaluation forms to evaluate various educational technologies.

9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

Candidates learn how to evaluate software and web sites. Categories of evaluation include: primary use of software/site, purpose of software/site, organization that created and manages software/site, whether the organization has bias toward the information, other references cited for presented information, other organizations that link to software/site, author and credentials of author, whether feedback is requested, and whether materials presented is current and educationally appropriate. They review CLRN and SCORE information to determine if these two sites recommend the software/site.

9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

Candidates become information literate in EDSC 304 and utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines, simple Boolean logic, and practice searches.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Candidates are informed of legal and ethical issues related to computer-based teaching and learning, including acceptable use policies. They are required to complete works cited pages on all EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies.
Category C
Preparation to Teach All Students in California Schools

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family; school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:

(i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
(ii) the effects of family involvement on teaching, learning and academic achievement;
(iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
(iv) effective communication with all families; and
(v) the variety of support and resource roles that families may assume within and outside the school.

In EDSC 320, readings and discussion examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk. In EDSC 320 and 340, candidates research the effects of family involvement on academic achievement and identify a variety of ways to include parents/guardians in their students’ education. They also identify resources in the local community. Family culture is explored with respect to diverse family structures and cultural practices which impact academic achievement.

In EDSC 440S, candidates develop examples of ways to effectively communicate with parents including letters or postcards, newsletters, telephone calls, attending extracurricular activities, and conferences. Candidates are also introduced to the major laws and principles that address student rights and parent rights in a special interactive seminar on Legal Issues.

10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

In EDSC 310, candidates analyze the importance of presenting multiple viewpoints on topics of historical and current controversial issues and discuss issues of equity, through lessons focusing on democratic civic values. In EDSC 320 and 340, readings and discussions probe issues of equity related to gender, ability, race, ethnicity, and sexual orientation.

10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and
strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:
(i) the health status of children and youth, its impact on students’ academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety; common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
(ii) effective strategies for encouraging the healthy nutrition of children and youth; and
(iii) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

In EDSC 320, topics include obesity, eating disorders, body image, sex education, growth-related disorders and injuries, sexually transmitted diseases, sleep needs of adolescents, precocious puberty, and menarche/sememarche. Content and experiences introduce health factors related to nutrition, obesity, pubertal timing, physical fitness, and mortality of adolescents. Students learn symptoms of and interventions for growth-related injuries and illnesses prevalent in adolescence. Specific instruction focuses on recognizing symptoms of depression and risk factors related to suicide. Presentations, discussions, and readings examine profiles of youth violence offenders; readings identify factors of school structure and organization related to a higher incidence of school violence. Activities focus on specific strategies that teachers and parents can use to reduce the risk of violence in schools. Students also may complete assignments that address common chronic and communicable diseases of children and adolescents; strategies for encouraging the healthy nutrition of children and youth; and knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco.

In EDSC 440, candidates are introduced to the major laws and principles that address student health and safety a special interactive seminar on Legal Issues and through a Safe Schools presentation. They also learn district-based procedures on identifying, referring, and supporting students and families who may be at risk of biological, psychological, emotional or social health problems.

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

EDCS 440 candidates attend district or university personnel presentations on Safe Schools. They identify contributing factors that lead to student involvement in conflict or violence and explore methods of defusing such situations. They also discuss means for prevention such as building relationships with students, effective classroom management, and practicing conflict resolution. Candidates are encouraged to learn conflict resolution techniques.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

EDSC 320 provides instruction and direct links to adolescent resources such as the Yellow Ribbon Suicide Prevention Program. In addition, students identify and research web sites related to eating disorders, depression and suicide, school safety and violence prevention and develop a list of local community agencies that can provide medical, legal, and language services.

In EDSC 440, candidates are further exposed to the range of social, health, educational and language-related service agencies and other resources that are available at school and off-
campus, particularly ones that promote student health and school safety, and reduce school violence in seminar presentations on Working with Parents and Counselors, School Safety, and Legal Issues.
Program Standard 11: Preparation to Use Educational Ideas and Research
Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

Program Elements for Standard 11: Preparation to Use Educational Ideas and Research
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

In EDSC 320, candidates study major concepts, principles and research related to cognitive developmental theories, information processing theory, biological bases of cognitive development, stages of moral development, and identity achievement. The content addresses important aspects of pubertal maturation transitions and their effects upon cognitive and emotional development. There is a particular emphasis on adolescent risk-taking and depression, suicide, bullying, and harassment. Students focus on health trends and issues, such as eating disorders, obesity, and diabetes. Students also interact with historical, social, anthropological, and psychological theories of education. These perspectives are woven throughout the course to give students a foundational understanding of secondary students and the contexts that influence what goes on in classrooms. Candidates focus on adolescent motivation and learning. The course is organized to address both the similarities of adolescents (with respect to the biological, cognitive, and sociocultural changes they undergo) and differences (with respect to age, gender, ethnicity, social class, and exceptionality).

Throughout the credential program, candidates continue to gain essential knowledge about the nature of adolescents, the secondary school, its curriculum, instructional materials, and teaching strategies from the university coursework. The candidates apply their knowledge of developmentally appropriate teaching strategies to support academic achievement in the reality of the secondary school classroom during their fieldwork as they proceed in each semester of the program. In essence, the professional development district becomes a "text" for students to read, analyze, and interpret.

11(b) Theories of Learning. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

Candidates focus on human development and equity in several courses, including EDSC 320, Adolescence; EDSC 440S, Foundations of Secondary School Teaching; EDSC 340, Diversity in Secondary Schools; and EDSC 330 Literacy Development. Additional experiences are also provided in EDSC 440F, Supervised Fieldwork in Secondary Schools and EDSC 449E, Extern Teaching in the Secondary Schools.

The EDSC 320 Adolescence course includes the study of the cognitive, biological and socioemotional development of adolescents and youth. Included in the academic study of adolescence are: theories of human development and behavior, intelligence and cognitive
development, sex role development and equity, adolescents and the schools, family relationships, peer associations, and adolescent problems.

Theories of human learning and cognition are included in both the adolescence course and in the foundations course. Candidates study ways to identify students' learning styles in EDSC320, and EDSC 440S, Foundations of Secondary School Teaching. Applications are made in early fieldwork, methods classes, and Extern and Student Teacher teaching.

In EDSC 320, candidates study major concepts, principles and research related to cognitive developmental theories, information processing theory, biological bases of cognitive development, stages of moral development, and identity achievement.

In EDSC 440, they begin to create and implement lesson plans designed to motivate and engage their students in academic experiences that will successful for all students.

11(c) Social, Cultural and Historical Foundations. Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

EDSC 310, The Teaching Experience, provides students with an introduction to philosophical, historical, and sociological issues of education and schooling. Students are introduced to the fundamental issues, theories, and research in education as they examine contemporary schooling practices, including the inequalities of school. These concepts are juxtaposed with a field experience in which students are introduced to the school as an organization, the classroom as a learning center, and teaching as a career. Students are also required to attend a school board meeting and several functions that exemplify social, political, and economic forces, such as extracurricular activities, such as Parent Teacher Association meetings and parent conferences. As a concluding activity, students compose an outline of their teaching philosophy and compile the beginning of their Teaching Assessment Documentation (TAD). EDSC 310 is available to all campus students wishing to explore a career in teaching.

In EDSC 320, readings introduce historical, social, and economic forces that have shaped the rise of teenagers and the nature of youth culture.

The EDSC 440S seminar offered through the Professional Development District or Professional Track Program focuses on issues related to what goes on in secondary school classrooms. Topics include lesson planning; writing objectives; planning for a semester of instruction; teaching ELD students and other special needs students; legal issues and education; budgeting and school finance; national, state, and district policies; teacher organizations; educating special education students; and current issues in education. School district specialists and Master Teachers/Mentor Teachers augment the study and application of general pedagogy.

In 442 methods courses, candidates develop rubrics for evaluating instructional materials and state approved materials as to the appropriateness for the student populations in their classrooms. They identify teaching strategies that will differentiate instruction as needed. After instruction, they reflect on the effectiveness of the strategies, instructional materials as it relates to the social and cultural condition of their particular school and classrooms.
Program Standard 12: Professional Perspectives toward Student Learning and the Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student-learning outcomes, and how a teacher’s beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

Program Elements for Standard 12: Professional Perspectives toward Student Learning and the Teaching Profession

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

The CSU Fullerton Single Subject Credential Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in coursework and the practical experience gained in secondary classrooms. During the program, candidates have the opportunity to observe other teachers both in and out of their fields to study different perspectives on teaching and learning. Also, they develop their own philosophical and methodological perspectives that are tested in practical experience. Field experiences compliment coursework, enabling students to deepen their understanding of the complex influences shaping our schools. As they become immersed in their field placement, they identify the wide range of professional responsibilities of teachers and the range of ethical considerations facing teachers on a daily basis. Candidates collect their Teaching Assessment Documentation over the course of the program that facilitates their development as reflective practitioners in alignment with the California Standards for the Teaching Profession.

12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

Successful completion of a course in cultural diversity is part of the General Education requirements for the baccalaureate degree at California State University, Fullerton. Students may choose from a selection of courses identified to meet this requirement. These courses are identified under Category IV (Implication, Explorations and Life-long Learning) of the General Education requirements.

In EDSC 310, students explore issues related to changing school populations, adjustment of immigrant children to schooling, effects of prejudice and discrimination on youth, and state and national policies in these areas. In EDSC 320, these issues are more closely examined through the exploration of similarities and differences in the biological, cognitive, and sociocultural transitions that adolescents from diverse backgrounds undergo. Candidates are presented with the results of the research of teacher expectations on student achievement and read relevant case studies.

12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how
to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

The study of classroom practices and instructional materials that promote educational equity is included in the adolescence class and is one of the major foci in the student diversity and literacy development classes (EDSC 330 and 340). It is our goal to prepare candidates to engage and support every student in learning. Curriculum materials in these courses emphasize that all secondary students can be academically successful. Candidates revisit these ideas in EDSC 440S seminars on English Language Development (ELD) teaching strategies, Struggling Readers and special education students.

In EDSC 440 candidates identify how to access existing assessment data and create their own at the classroom level so as to establish appropriate goals for each student. They are encouraged to use multiple sources of information including parent contacts, transcripts, and standardized test results as the basis for their instructional decisions.

The Teacher Performance Assessment (TPA), Task 1, Scenario 1-4 requires candidates to demonstrate their ability to address and adapt instruction in a variety of ways in order to effectively meet the needs of a diverse student population. Students must respond appropriately to these prompts in order to progress onto their student teaching semester. The TPA, Task 1, scenario 1 addresses developmentally appropriate pedagogy, scenario 2, with assessment, scenario 3 with English Language Learners and scenario 4 with special needs populations. These scenarios effectively address each standard outlined here under standard #12.

12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students’ prior instruction and experience.

The main focus of EDSC 340 is the development of candidates' knowledge, understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of diverse students in a classroom. Candidates progress from knowledge about the diverse groups in American society to interactional activities with persons of various ethnic groups so that candidates have understanding and sensitivity to the educational experiences of students from cultures different from their own. Candidates learn about secondary students from diverse ethnic, linguistic and socio-economic backgrounds in these three areas of study, key concepts, terms, and issues in multicultural education; basic information concerning students from fourteen ethnic groups; and approaches to and strategies for teaching content area classes to students from various ethnic and linguistic groups.

In EDSC 440 F/S, candidates apply their background knowledge to the specific students in their field experience. They collect specific information regarding individual students so as to appropriately identify instructional objectives and plan learning activities. Master Teachers and Mentors serve as a reference and provide candidates with resources as they build on students’ prior knowledge, make connections to their real-life experiences, and appeal to their interests.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher’s unique role in advancing each student’s academic achievements.
In EDSC 440S, candidates identify the unique professional responsibilities of teachers. District and university personnel make presentations on legal issues related to personal, social, and emotional development of adolescents. They are introduced to the research on the qualities of effective teachers. Through case studies and revelation of personal experiences, candidates become aware of the impact of teachers on academic achievement.

12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

In EDSC 440S and in their student teaching, candidates are provided with multiple opportunities to work with their Master Teachers or Mentor Teachers to plan, deliver, and evaluate instruction. They are also involved in professional development activities in their school that take place on the grade, department, or school level.

**Preface:** This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b) (f) and (i), and Standard 7B, Elements (a) (b) (c) and (d).
Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

Candidates are introduced to state reform documents for middle and high schools and the state Content Standards for all subject matter areas in EDSC 310. Candidates are introduced to the English Language Arts (ELA) content standards and framework.

Candidates are also introduced to instructional programs appropriate for English Learners (ELs), with a focus on literacy instruction; discuss ELA standards applicable to both ELs and speakers of English in EDSC 330.

Through readings and lectures in EDSC 410, candidates reflect critically on major concepts and issues in teaching English learners across the curriculum and the importance of English language development (ELD). They review the philosophy, design, goals, and characteristics of ELD programs through the use of web-based resources, articles and district/state sites. Also both ELA and ELD standards are discussed and compared in depth.

In EDSC 440S, candidates attend a seminar presented by district ELD Coordinators and other guest speakers on their program design, goals, characteristics, and organization to meet the needs of ELs. They also learn the standardized assessments that take place in districts and schools. Candidates explore their district website for further information on this topic.

13(b) The program’s coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students’ assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

In EDSC 310, candidates are introduced to the Department Lesson Plan Format, which includes a section on adapting the instruction to address the needs of ELs. They use this format to guide their observations.

In EDSC 330, instructors discuss and model literacy strategies appropriate for ELs and discuss assessment of EL literacy in wider context of literacy assessment. Candidates complete a research paper on a specific aspect of reading/writing instruction for English learners.
In EDSC 410, candidates learn about a variety of strategies for teaching ELs and complete a case-study project investigating issues related to English learners and school programs.

In EDSC 440F, candidates’ fieldwork includes assisting (individually and in small groups) ELs in the classes in which they are preparing to teach. In EDSC 442, candidates are required to design lessons that address the needs of ELs. They review textbooks and other resources in their content area that address these needs and identify classroom organization practices to support these students.

In EDSC 449E, I, candidates are required to design, implement, and evaluate lessons that address the needs of English Learners. Candidates are evaluated twice during the first semester and 7 times in the second semester on their lesson planning.

Master teachers and Mentors offer suggestions for selecting and/or designing instructional materials and technology to support learning activities for ELs.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

In EDSC 410, candidates will be part of classroom activities (lectures, small group and individual work) and respond to course readings on state and federal laws and how ELs are identified, placed and assessed. They will review different school programs to understand how laws pertaining to the education of ELs are translated into practice. In EDSC 410, candidates complete an assignment in which they interview an ELD coordinator, teachers, and school district personnel to explore and gain in-depth knowledge on issues concerning ELs.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

In EDSC 330, candidates are introduced to concepts of phonology and morphology as related to first/second language literacy. They also discuss basic theories of second language acquisition and connection between first and second language literacy skills.

In EDSC 410, candidates learn about language acquisition theories and its connection to literacy development through lectures, videos, class debates, and student presentations. Candidates utilize their knowledge in their case study of ELs and school programs.

13(e) The program’s coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

In EDSC 330, candidates are introduced to linguistic terminology in discussion of language acquisition issues; discuss role of phonological/morphological components in reading acquisition; and are introduced to literacy acquisition theory for ELs.

In EDSC 410, candidates learn about instructional practices that promote English language development, classroom management techniques, and discuss how to utilize paraprofessionals and specialists.
In EDSC 440F, candidates’ fieldwork includes identification and observation of English Learners in their content area. They are placed with Master Teachers or Mentor Teachers who are competent in assisting English Learners. They observe in a variety of classroom settings and organization. In EDSC 440S, candidates revisit this issue as they take the Teaching Performance Assessment (TPA) Task 1.

In EDSC 442, candidates are required to design lessons that address the needs of ELs. They review textbooks and other resources in their content area that address these needs.

In EDSC 449E, candidates are required to design, implement, and evaluate lessons that address the needs of ELs. Candidates are evaluated twice during the first semester and 7 times in the second semester on their lesson planning.

13(f) The program’s coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

In EDSC 330, candidates are introduced to ELs’ needs in subject matter literacy. Instructors present strategies for modifying lessons for ELs in subject matter literacy lessons and how to apply strategies appropriate for instruction of ELs in reading/writing. Candidates apply research and methods in a Subject Matter Lesson Plan Project, based on ELA standards, with explicit strategies in reading, writing, and related skills for speakers of English and ELs.

In EDSC 410, candidates learn a variety of instructional strategies for assisting English learners. As a culminating activity, candidates create a thematic unit using Specially Designed Academic Instruction in English (SDAIE) strategies.

In EDSC 440F, candidates’ fieldwork includes observation of lessons that support English Learners in the content areas. Master teachers and Mentors offer suggestions for selecting and/or designing instructional strategies to support English Learners.

In EDSC 442, candidates are required to design lessons that address the needs of English Learners. They review textbooks and other resources in their content area that address these needs. In EDSC 449E, candidates are required to design, implement, and evaluate lessons that address the needs of English Learners. Candidates are evaluated twice during the first semester and 7 times in the second semester on their lesson planning.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California’s English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

In EDSC 330, candidates discuss and apply through in-class activities ways to use strategies in SM for ELs and speakers of English, following the ELA standards and Reading and Language Arts Framework.

In EDSC 410, candidates learn how to use and interpret assessments of ELs (e.g., CELDT scores) throughout the coursework. They also develop lessons applicable for each ELD levels.

In EDSC 440S, candidates attend a seminar presented by district ELD Coordinators or guest speakers on tests utilized to determine placements, measure progress, and identify GATE English Learners.
In EDSC 449SI, during their student teaching semester, candidates are required to support English Learners as necessary. They revisit the topic of ELD standards and assessment and how to use them in their instructional and curriculum planning.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students’ family and cultural backgrounds and experiences.

In EDSC 310, candidates identify, observe, and reflect on the instructional needs of ELs in their fieldwork. In EDSC 320, readings and discussion examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk.

In EDSC 320 and 340, candidates learn about differences and similarities in family structures, traditions, strengths, and challenges with respect to differences in SES, linguistic ability, immigration status, and culture. Through reading, discussion, and classroom activities, candidates become sensitive to cultural beliefs and practices that effect students in the classroom.

In EDSC 410, candidates discuss about the importance of students' family and cultural backgrounds and experiences through lectures, videos, class debates, and class projects. Candidates utilize their knowledge in their case study of ELs and school programs.

In EDSC 440S, students learn the importance of school, home and community partnerships. Candidates learn how to conduct parent conferences and the important elements of this process. They develop a repertoire of ways to involve parents (and community members) in the classroom.

In EDSC 449S, 449I, during their student teaching, candidates are required to conduct parent conferences as necessary to support all students in learning.
Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

In EDSC 310, candidates explore how to address the needs of and support all students as part of the state reform documents of Aiming High and Candidates learn of the need to adapt curriculum for students with disabilities in their introduction to the EDSC Lesson Plan Format.

In EDSC 330, candidates are introduced to the complexity of working with students who are struggling readers and writers and also have disabilities. They learn how to develop literacy in these students by adapting curriculum, instruction, and assessment; by working collaboratively with parents, support providers, the special education teacher, and administrators; and by focusing on the IEP of the student.

EDSC 340 is dedicated to addressing and discussing major categories of disabilities and best practices for remediation. Over the course of the semester, the instructor provides information on the major categories of disabilities and new directions for better serving students with special needs in traditional classrooms through PowerPoint demonstrations, in-class work on students’ with disabilities, guest speakers, and IEP instruction.

In EDSC 304, candidates are provide with a list of strategies for adapting instruction for students with disabilities and are required to include information on adapting instruction in their unit plan.

In EDSC 440S, candidates review the major instructional issues related to students with disabilities in a seminar presented by school district representatives. They also complete a Student Diversity Web-Based Scavenger Hunt in which they review many elements of Standard 14. They review the IDEA and analyze data on high school graduation among students with disabilities. They identify web-based resources to support their adaptation of instruction for students with special needs, and they identify content-specific strategies for their classroom.

14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.

The use of approved video or other resources are presented in EDSC 340 to cover current legal statutes covering special education such as the Hughes Bill here in California, and national legislations. Additionally online resources are introduced to students in the form of online search assignments. For the IEP process, instructors assist by allowing students to identify and assess students with special needs, what are the legal ramifications of the IEP, how to implement an IEP within their lesson plans, and how to evaluate students’ with
special needs within their coursework. EDSC 340 students are given actual IEPs to examine and to implement within lesson plans.

In EDSC 440S, district and or university personnel make a presentation that includes information on the general education teacher’s role in the IEP process. Candidates also review the requirements of IDEA. Topics of discussion include making referrals, implementing adaptations and modifications. An example of an IEP is reviewed.

14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

EDSC 340 achieves this requirement through the research identification process for special needs and gifted students by using assessment techniques for learning and language, and examining differences and similarities between special education programs such as gifted and talented with those of students who may not need such services. Students are asked to examine characteristics of special population students, and how to modify curriculum to better accommodate individual differences and specific abilities of students in special programs.

In EDSC 440, candidates are required to review their district website to for their programs for special youth services, including how students are assessed and referred to these programs.

14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

In EDSC 310, candidates’ fieldwork includes an emphasis on students with disabilities. In their logs, candidates are required to provide factual information about their experiences and observations including teaching of special populations, including what accommodations were made and strategies used for special education and gifted and talented students in the general education and GATE, AP, Honors, or IB classrooms they observed. They are also required to provide a brief profile of the students observed (honors, advanced placement, special populations, gender balance, English Language Learners), with observations/reflections as to how the needs of these students were addressed.

EDSC 340 students interact with community agencies and/or resources to examine and evaluate assistive technologies and in turn place these technologies within classroom lesson plans to better assist special populations and to differentiate teaching strategies and curriculum.

In EDSC 304, candidates receive training in the use of assistive technologies as part of the requirements for this personal proficiency course. They also explore issues of equal access and use of computers.

In EDSC 440, candidates are provided with examples of instructional strategies for use with special needs students. Candidates are encouraged to observe other teachers to see how the needs of special populations are met in the general education classroom. Master Teachers and Mentors offer suggestions for selecting and/or designing instructional materials and technology and model how to use assistive technology.
14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

EDSC 340 requires students to develop specialized lesson plans that provide accommodations for students with special needs and diverse learning potentials. These lesson plans better enable students to learn how to specialize and accommodate all learners within the classroom. Here, EDSC 340 instructors also include Gardner and Bloom to explore the meeting of IEP goals for individual students and to differentiate curriculum for gifted and talented students.

Candidates practice TPA Task 1, Scenario 4, Adaptation of Content-Specific Pedagogy for Students with Special Needs as part of their EDSC 340 requirements. They then practice these skills in their own classrooms in their fieldwork experience in the first semester (EDSC 440F/449E) and student teaching in the second semester (EDSC 449I). All lesson plans developed by candidates are required to include adaptations for students with special needs. This is a required element on the EDSC Lesson Plan Format. With weekly lesson plans required throughout the student teaching semester, it is anticipated that candidates will internalize the need to think about and plan for adaptation of teaching for students with special needs.

In addition, a presentation in the first week of the first semester of the program (through EDSC 440S) focuses on special needs students as well as GATE students and programs. Candidates are required to review the GATE program information on their district website.

Master teachers and Mentors offer suggestions for selecting and/or designing instructional materials and technology for learning activities to meet the needs of gifted and talented students and model as appropriate.

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

EDSC 340 evokes the instructional efficacy of communication, listening, oral, and non-verbal skills, which are extensively addressed and conjoined with opportunities to demonstrate proficiency of content, but also how to work with general education students to better address social interaction, and to provide opportunities to work with and include the families of children with special needs.

Strategies for adapting instruction for students with special needs takes into account the issues of social integration. Cooperative learning, pair-sharing, triads, peer-tutoring, and other cooperative activities are integral to successful social integration for students with special needs who are included in the general education classroom, and these strategies are stressed throughout the program. Candidates in content areas that require special laboratory equipment (i.e., science and business education) are advised to pair students up to accommodate the needs of all students and make everyone feel as though they are a contributing member of the class.
Category D
Supervised Fieldwork in the Program

**Program Standard 15: Learning to Teach Through Supervised Fieldwork**

The professional teacher preparation program includes a developmental sequence of carefully planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates’ meeting the Teaching Performance Expectations, and (3) contributes to candidates’ preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

**Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork**

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

**Elements Applicable to All Programs of Professional Teacher Preparation**

15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies.

Because our program is field-based, candidates have multiple opportunities to observe and teach in a variety of public school classrooms: 40 hours in an early field experience (EDSC 310); 240 hours of observation and co-teaching during the Extern semester; and 270 hours of student teaching during the Student Teacher semester of the program.

Candidates are gradually inducted into their responsibilities as teachers and participate in a short student teaching experience in their first semester in the program. During the second semester of the program, candidates assume full responsibility for three classes. Usually, two classes are of one preparation, with the third class providing contrast with respect to student age and/or ability. Candidates assume responsibility for these classes on the first day of the public school semester and continue through the 18 weeks of the course. Student teachers assume all curriculum, instructional, and administrative demands of the classroom. During this semester, candidates identify a planning and conference period, attend departmental meetings, school in-service days, and perform additional duties as required. The experience culminates with the assignment of grades in consultation with the Master Teacher at the end of the school semester.

Throughout the program, candidates identify and address appropriate state-adopted content standards and curriculum frameworks. Through discussion and collaboration in class and with their master teacher or mentor teacher, they become increasingly adept at identifying ways to assess students’ needs, interests and accomplishments; and improve their reflections on the implementation of instructional strategies. Opportunities to do this occur during student teaching (EDSC 449I) and in the student teaching seminar (EDSC 449S) as candidates develop weekly lesson plans, make revisions to their instructional plans, and discuss revisions and improvements with classmates and their university supervisor.

15(b) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.
Candidates are required to co-teach in 449E during the last 8 weeks. During this co-teaching period, the candidates are required to create lesson plans that reflect current national and state content standards and have objectives based on sound content methodology and developmentally appropriate practices. Theory of methodology presented in the subject area 442 course will be put into practice during the co-teaching period. Interns engage in practice the entire semester. TPEs discussed and practiced in the 440 and 442 course are practiced at the school sites in 449E under fieldwork supervision. Candidates will have the opportunity to prepare for the TPA by practicing Task 1 Scenarios 1 & 2 Instructional and Assessment Planning. During 449E, the candidates are required to develop and implement lesson plans (one-day, one-week and three-week plans) and tools for evaluation. Supervisors make regular visits to observe and confer with candidates.

15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Candidates, including interns, are required to complete their student teaching experience in accredited public schools and to experience all phases of a school year on-site. In addition to their three periods of teaching, they are expected to identify a conference and preparation period and attend required department, school, and district meetings. They are also encouraged to participate in extra-curricular activities as their schedule permits.

At the beginning of the student teaching experience, candidates, including interns, are required to verify that their site meets diversity requirements. Candidates are required to work with English learners, struggling readers, and special populations. It is also recommended that they be assigned to sites identified as low-performing and/or hard-to-staff. This information is documented on E/I-1 VERIFICATION OF DIVERSITY OF STUDENT POPULATION, included in the Handbook.

Elements Applicable to a Program with Supervised Student Teaching

15(d) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Fieldwork components of the Single Subject Credential Program at California State University, Fullerton are designed to give students maximum opportunities to relate theory and practice and to prepare them for daily teaching responsibilities. Coursework on campus is coordinated with fieldwork in cooperating schools. The institution collaborates with participating districts to assess each candidate's readiness to assume full-time teaching responsibilities. This assessment includes evaluation of the candidate's previous field experiences, Extern semester teaching, and performance in all aspects of the credential program. Both prerequisite coursework and first semester requirements include activities that relate to the candidates' professional goals, provide opportunities to interrelate theories and practices, and prepare candidates for daily teaching responsibilities. Interns must receive approval from the subject area advisor prior to their entrance in the program.

Successful completion of EDSC 310, The Teaching Experience, or its equivalent, is a prerequisite to the program. Forty hours of observation/participation in culturally diverse
public school classrooms is a primary component of the course; this field experience is complimented by a weekly two-hour seminar. The early field experience allows candidates to explore their interest in the teaching field as well as exposing candidates to classrooms both in and outside of the subject matter area. These early field experiences are based on collaborative decisions between the institution, local school administrators and teachers in the selection of excellent training schools and supervising teachers.

One requirement of EDSC 310 is the initial development of the Teaching Assessment Documentation. Candidates are introduced to the requirements of maintaining their own file and are required to compile the rudimentary components: a resume, Philosophy of Education, and documentation of early field experiences (such as fieldwork logs, Verification of Fieldwork form, Performance Evaluation Form, evidence of subject matter competence, and letters of recommendation, such as those from employers or supervisors of volunteer work). These documents are reviewed by EDSC 310 instructors and again by Field Coordinator in EDSC 440S. Candidates are asked to reevaluate their career goal in light of their field experience. In addition, they self-assess on the Teaching Performance Expectations.

Fieldwork relates to candidates' immediate professional goal of obtaining the Single Subject Credential. Additionally, Field Coordinators seek to place candidates in settings that relate to their interests and skills candidates may seek to develop. For example, interested candidates may be placed in SDAIE subject matter courses or ELD courses. They may also request both or either a junior high and high school experience.

The first semester of the program is designed to provide orientation and gradual induction into student teaching. During the first ten weeks, candidates are required to spend a minimum of 12 hours per week in classroom observations. These observations are guided by a series of explorations that orient the candidate to secondary school systems through examination of teaching both in and outside of their teaching fields. Questions address issues of lesson planning, implementation, and evaluation; classroom management, student discipline, understanding the special needs of students; and support services available to teachers and students. The coursework in the program is designed to follow the sequence of experiences the candidates are having in their fieldwork. In the first semester of the program and as part of their Teaching Portfolio, candidates are required to identify both short and long-term personal and professional goals. They are asked to consider joining professional organizations as well as to get involved in extra curricular activities at their school sites.

Candidates are gradually inducted into the role of the teacher over the course of the semester. They begin by observing the students and teacher of their classes, becoming familiar with the particular characteristics of students and observing excellent teaching in practice. The next step is to begin dealing with administrative issues (taking role, grading and recording assignments) and working with students individually and in small groups. This allows them to get to know their students and feel comfortable with district and school policies. Over the next five weeks, Externs become progressively more involved in instruction. Early activities may include working with groups, assisting with seatwork, tutoring individual students, supervising the entire class for short periods of time, and preparing and teaching a segment of a lesson. As the semester continues, candidates begin to teach small portions of the lessons and eventually graduate to teaching weekly in each of their assigned classes. During the last eight weeks, candidates take on additional teaching responsibilities through co-teaching with their Master Teachers. They are also on campus 15 hours weekly.
Candidates are evaluated as to their readiness to continue into student teaching through specifically designed evaluation forms and individual Teaching Portfolios, both of which are based on the TPEs. A schedule of gradual induction is followed to ensure that all candidates participate in activities that will prepare them for student teaching. There are three major ways of assessing candidate readiness: (1) Candidates’ teaching experiences are evaluated twice in weeks 10-15 of the first semester. These evaluations focus on classroom lessons presented by the candidates, and are conducted by University supervisors in candidates’ subject matter area. (2) At the end of the semester, written evaluations of the candidate are required of the University Supervisor, methods instructor, and Master Teachers. These evaluations are filed in the candidates’ files and are required for continuance in the program. (3) Finally, the candidate completes a self-assessment of the TPEs and her/his readiness to proceed into student teaching. Forms are included in the Handbook. As a final requirement, a Student Teaching Assignment form is completed by the candidate and signed by the school principal.

15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

Not applicable.

15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Candidates are required to teach three classes, one of which must differ with respect to student age and abilities. For example, candidates may complete their teaching requirements by teaching at two classes at a high school and one class at a junior high school, or by teaching one class of freshmen and two of seniors. In addition, many candidates complete requirements for a Supplementary Authorization in a second field. This allows them to student teach one period of a second content area.

Element Applicable to a Program with Supervised Internship Teaching

15(g) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern’s period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern’s advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

INTERNSHIP PROGRAM Before assuming intern teaching responsibilities, each candidate in the program has one or more verified experiences that (a) relate to candidate's professional goals, and (b) prepare the candidate for intern teaching responsibilities. Interns are expected to complete the same experiences as candidates.

Principals work with interns in identifying a mentor. The university provides mentor training, resources, such as the text, Being an Effective Mentor: How to Help Beginning Teachers Succeed, and substitute release time to meet with the intern. Fieldwork coordinators make two visits during the first ten weeks of the semester; the first is a consultation with intern and mentor, the second is a planned observation and reflective conference. Substitute release time is also provided to interns to observe students in settings and grade levels different than the regular assignment.
The Interns receive systematic support, guidance, and feedback from both the participating school districts and from University faculty and staff by the University Supervisor and Mentor “Buddy” Support Provider.

Intern teachers continue to have university classes and university supervisors making visits to give input on unit and lessons plans, observe lessons and to offer feedback throughout the program. During the first semester of full-time Intern teaching, the University supervisors visit four times and every other week during the second semester of full-time Intern teaching (7-8 visits). The University supervisor coordinates with the “Buddy” Support Provider. This offers a great deal of support to the new teacher and helps to develop the habit of professional reflection about one’s own teaching. Intern teachers also continue to be enrolled in their credential course work at the University each semester. EDSC 440S meets as a cohort first semester of full-time Intern teaching and the Seminar class meets by subject area cohort the second semester of full-time Intern teaching. Interns are meeting on a regular basis with peers in similar teaching situations both semesters to discuss issues, successes, and concerns in a professional setting. In addition, course work both semesters is integrated and correlated with the Interns teaching assignments.

Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher. One-on-one guidance and assistance are provided for interns by a designated “Buddy” Intern Support Provider. Although many experienced teachers at a given site are often willing to help new teachers, designation of a special qualified and program rewarded teacher to answer the new teacher’s questions and deal with their concerns on a day-to-day basis is an important aspect of this program. An on-site peer “Buddy” Support Provider is assigned by the school district to each Intern prior to the University issuance of the Intern Credential. This person will be responsible for providing day-to-day support. All Interns complete a Professional Development Plan early in each semester with their Mentor “Buddy” Teacher. Also each semester the Mentor “Buddy” Teacher submits to the Internship Director a Log of the activities for the semester prior to payment of the stipend to the Mentor.

Three days are scheduled by the Intern to including the following: Conducting lessons with University supervisor present, holding in-depth conferences with the University supervisor, observing in the classrooms of experienced teachers, or scheduling time (day/s) for “Buddy” Support Provider to spend in the Intern’s classroom. The opportunity to observe experienced teacher is an important part of this support service. Interns do not have the background of spending extended time in a master teacher’s classroom that regularly credentialed teachers have. Surveys of former interns in our other credential programs reveal that they highly value the opportunity to observe experts, especially in like grade and subject assignments. Second-semester interns also are provided with released time to observe experienced teachers in their classrooms. Peer observation and feedback are the most respected forms of evaluation.
Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors
In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors
An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

Placement Coordinators insure that assignments are made on in schools that meet the following criteria: (1) 25% of students in assigned classes are of an ethnic, cultural, and/or socioeconomic background different from that of the student teacher; (2) a significant number of students are English Learners and/or special populations, and of varied reading ability; and (3) State-adopted academic core curriculum is effectively implemented at this school site. To insure this criteria is met, candidates are only allowed to student teach in accredited public schools. Further, we no longer allow candidates to Intern or otherwise complete program requirements in schools that have been placed on probation or taken over by the State of California.

At the beginning of the student teaching experience, Program Advisors verify that all candidates are placed in sites where the state-adopted academic core curriculum is effectively implemented. This information is documented on E/I-1 VERIFICATION OF DIVERSITY OF STUDENT POPULATION, included in the Handbook. This form is signed by the master teacher, and requirements are made clear by our Placement Coordinators to site principals during the placement process.

INTERNSHIP PROGRAM
The definition of "student teaching" includes, but is not limited to, the responsibilities of the internship assignment.

Principals help interns find a mentor who meets the following requirements: is located at the same school site, if possible; an experienced teacher (at least 3 years of experience); a similar teaching assignment, subject matter competencies, classroom management competencies and teacher candidate support competencies. Interns are regularly placed in low-performing and hard-to-staff schools and often have assignments with English learners.

CSU Fullerton Interns complete all of the requirements of a regular student teacher at the University. The Internship Director coordinates with districts and monitors the placement of interns to make sure that they are placed in appropriate beginning teacher assignments and have the necessary support, materials, and supplies. Intern teachers receive full salary and benefits, comparable to non-intern teachers employed by the same district, as indicated by appropriate placement on the district’s negotiated certificated agreement. Intern assignments may be for 3/5s, 4/5s, or 5/5s contracts. In addition, districts and site administrators must limit the amount of extra duties assigned to interns. Mentors “buddy” support providers must meet the same guidelines as master teachers. All intern assignments are in the public schools.
16(b)  Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

At the beginning of the student teaching experience, candidates are required to verify that their site meets diversity requirements. Candidates are required to work with English learners, struggling readers, and special populations. It is also recommended that they be assigned to sites identified as low-performing and/or hard-to-staff. This information is documented on E/I-1 VERIFICATION OF DIVERSITY OF STUDENT POPULATION, included in the Handbook.

Interns are held to same requirements as regular student teachers.

16(c)  Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher’s specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

Placement procedures for externs and student teachers are as follows
- The Subject Matter Advisor makes the initial assignment to a Professional Development District as soon as screening has been completed. This process begins in December for Spring placements, and in May for Fall placements. Every attempt is made to complete the assignment before summer break.
- Once candidates are accepted into the program, the Subject Matter Advisor recommends initial assignments to a district, a school, and sometimes to a specific master teacher. District Placement Coordinator will take these recommended placements and work with school administrators to finalize the assignments.
- Placement Coordinators forward this information to Principals or their designees. Assistant Principals or their designees make assignments.
- Out-of-district assignments and recommendations go from the Subject Matter Advisor to the Coordinator of Secondary Education. Subject Matter Advisors are responsible for making arrangements with the cooperating district and a special form is required.
- If the Subject Area Advisor makes no master teacher designation, the assistant principal and the department chair will meet to select an appropriate master teacher recommendation. Master teacher recommendations are made in accordance with the criteria below. The final selection is dependent upon approval by district and university personnel.

At the beginning of the first semester, Master Teachers are requested to verify their competencies by completing the E/I-2 VERIFICATION OF MASTER/MENTOR TEACHER QUALIFICATIONS. This form verifies that the Master/Mentor Teacher(s) of the Student Teacher/Intern meet(s) CTC and program requirements. A separate form is completed for each Master/Mentor Teacher and is maintained in the candidate's file. The qualifications are also listed in the table below.

Mentors for the interns meet the same requirements as master teachers.

**THIS FORM CONFIRMS THAT THE MASTER TEACHER/MENTOR MEETS THE FOLLOWING QUALIFICATIONS:**

**SUBJECT MATTER COMPETENCIES**

1. Is tenured, highly qualified, and experienced in subject matter area of candidate. [ ] Yes [ ] No
2. Is competent in teaching to the State and District Content and Performance standards in [ ] Yes [ ] No

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<th>Subject Matter Area of Candidate</th>
<th>Yes</th>
<th>No</th>
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<td>3. Is aware of current curricular trends and issues.</td>
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<td>4. Is competent in a variety of teaching strategies.</td>
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<td>5. Is competent in addressing the needs of English Learners, special populations, and various levels of reading ability.</td>
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<td>6. Incorporates traditional and alternative forms of assessment.</td>
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**Classroom Management Competencies**

| 1. Is effective in managing his/her classroom and addressing student discipline problems. | Yes | No |
| 2. Is able to create and maintain a positive environment for learning. | Yes | No |

**Teacher Candidate Support Competencies**

| 1. Shows enthusiasm for working with teacher candidates. | Yes | No |
| 2. Is able to analyze elements necessary for successful teaching. | Yes | No |
| 3. Is able to coach and advise teacher candidates in helping them develop successful practices. | Yes | No |
| 4. Will provide the time necessary for supervision, support, and guidance. | Yes | No |
| 5. Will work cooperatively with the University Supervisor in resolving problems and in contributing to the success of the teacher candidate. | Yes | No |
| 6. Is familiar with the Cal State Fullerton Single Subject Credential Program. | Yes | No |
| 7. Is familiar with the Teaching Performance Expectations. | Yes | No |

16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate’s teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

At the beginning of the extern semester, Master Teachers are requested to verify their competencies by completing the E/I-2 VERIFICATION OF MASTER/MENTOR TEACHER QUALIFICATION. This form verifies that the Master/Mentor Teacher(s) of the Student Teacher/Intern meet(s) these two requirements. A separate form is completed for each Master/Mentor Teacher and is included in the candidate’s file. The qualifications are also listed in the table above under Subject Matter Competencies.

A separate training for Mentor Teachers is held. During this program, mentors are introduced to needs of interns, strategies to build positive relationships, phases of first-year teaching, strategies to help the beginning teachers, effective lesson planning, the California Standards for the Teaching Profession, and the TPEs. Finally interns and mentors work together to create the Professional Development Plan for the Intern.

16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program’s curriculum; and effective professional communication with student teachers and intern teachers.

Cal State Fullerton Single Subject Credential Program provides support for Master Teachers and Mentors in the following ways:

1. At the beginning of each semester, Master Teachers of Externs are invited to attend a Program Orientation. They return a form that provides information about themselves as well as the date of orientation they plan to attend.
2. During this orientation, Master Teachers are trained in the TPEs, TPA, program features, effective communication strategies, and clinical supervision. These
Orientations are presented collaboratively by the University PDD Coordinator and the District Placement Coordinator. Master Teachers from out-of-district placements are invited to attend any Orientation.

3. Master Teacher information is aggregated and a master distribution list of email addresses is created. This allows the SECTEP Coordinator to distribute information electronically.

4. Additional support is provided in the Handbook. Master Teachers are given direction on how to access this handbook on the web and periodic communications remind them of pertinent information.

5. Over the course of the first and second semesters of the program, Master Teachers are sent additional communiqué by phone and email to provide additional support and training.

6. Placement Coordinators at cooperating districts and Professional Development District Coordinators are also available to assist new Master Teachers.

7. Finally, Master Teachers are encouraged to access additional support materials available through the Cal State Fullerton Department of Secondary Education website.

Mentor “Buddy” Teachers responsibilities include: attending University Mentor Training, assisting the Intern with development of Individual Development Plans each semester, completing CSU Single Subject credential paperwork, classroom observations, and on-going advisement and support. We utilize Mentors by same school site, experienced teachers (3 plus years experience), same school year track, similar teaching assignment, willingness to help, and administration approval. The Intern discusses and selects an Intern Buddy with principal assistance approval and the Internship Director enrolls the Intern during Mentor Training. The Mentor is paid a stipend of $150 per semester and $100 for Mentor Training (plus given a Mentoring Text).

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

Master Teacher Orientations are provided collaboratively by the university faculty member and district Placement Coordinators. All university faculty hold terminal degrees in education and are highly qualified to work with credential candidates. Our Placement Coordinators are highly qualified, have extensive teaching and administrative experience, and include an Assistant Superintendent (Fullerton Joint Union High School District), Professional Development Director (Anaheim Union High School District), and Human Resources Director (Corona/Norco Unified School District).

SECTEP faculty are committed to the concept of the triad in student teaching: Master Teacher--Student Teacher--University Supervisor. The triad is the medium for communication and problem solving. All formal communication is documented on field observation and evaluation forms maintained in the candidates' Teacher Education File. The University Supervisor gives group guidance and assistance through weekly seminars. Individual guidance is provided through scheduled and informal conferences, classroom observations, and written and oral feedback. Master Teachers may be invited to participate in these seminars or other activities at the University.

Identified below are specific responsibilities of the University Supervisor and Master Teachers with respect to guidance, assistance, and feedback. Mid-term and final evaluation forms and individual conferences provide Student Teachers with information about their
performance, including strengths and constructive suggestions for improvement. The evaluation forms and conferences give the Student Teacher information about his or her performance, including strengths and weaknesses, and provide constructive suggestions for improvement.

Specific responsibilities of **Master Teachers and Mentors** include:

- Treats the student teacher as a peer and colleague, keeping expectations consistent with the student as a beginning teacher;
- Emphasizes support and guidance over evaluation;
- Accepts joint responsibility with the candidate for ensuring the candidate's success in Student Teacher program;
- Serves as a resources, providing appropriate instructional resources;
- Assists the student teacher in developing lesson plans that meet department, school, and district requirements;
- Reviews lesson plans and materials to be used by student teachers;
- Insure that instruction, grading and evaluation procedures are appropriate for grade level and student needs;
- Works with the student teacher to facilitate parent contact and parent conferences;
- Meets regularly with the University supervisor and inform him/her of progress;
- Uses methods of supervision which include pre-observation conference, focused observation, post-observation conference, and follow-up observations focused on same areas;
- Provides feedback and tools and strategies to address areas of weakness;
- Monitors the student teacher's attendance during student teaching;
- Facilitates the development of Teaching Performance Expectations
- Supports the completion of the Teaching Performance Assessment; and
- Completes evaluation forms and documentation candidate progress.

The **University Supervisor**

- Visits the Student Teacher biweekly during the Student Teacher assignment;
- Confers with the Student Teacher, assisting in the evaluation of the candidate's own procedures, progress, and development;
- Provides appropriate personal and professional guidance for the Student Teacher.
- Is available to give special help as needed by the Student Teacher;
- Insures that there is adequate communication among the three persons most directly involved in the Student Teacher experience: the Student Teacher, Master Teachers, and the University Supervisor;
- Assist as need indicates, and evaluate, with the Student Teacher, teaching plans before and after their use;
- Distributes to and collects from the district support personnel appropriate evaluation forms, makes a formal evaluation of the Student Teacher's progress,
- Using departmental evaluation forms, holds periodic and final evaluation conferences with the Student Teacher, and assigns the final grade for EDSC 449S, Student Teaching Seminar, and EDSC 449I, Student Teaching;
- Facilitates the development of Teaching Performance Expectations
- Supports the completion of the Teaching Performance Assessment, including the videotaping of candidate’s classroom teaching required for completion of Task 4.
- Submits required evaluation forms; and
- Interprets the program and philosophy of the University and SECTEP.

16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1)
performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

All roles and job descriptions provided in this document are included in the Single Subject Credential Handbook so that everyone is aware of their responsibilities. In addition to the Teaching Performance Expectations, candidates are also expected to meet many expectations during their Extern semester:

The University has certain expectations for all externs enrolled in the secondary education program. These are expressed in a series of statements about:

- what knowledge candidates will acquire;
- what experiences candidates will have in fieldwork and coursework; and
- what teaching skills candidates will be able to demonstrate at the end of the first semester.

The University and the master teachers share these responsibilities. The master teacher should intervene when the extern is not demonstrating these skills. Although program expectations are not limited to those listed, this list highlights key expectations for externs.

**Externs will acquire knowledge of**

- the social and political structure of the secondary school including the formal and informal organization;
- the role and function of professional organizations;
- the ethnic, socioeconomic, and political dynamics of the community;
- the contemporary culture of minority groups;
- the laws and court decisions pertaining to education;
- the function and responsibilities of school and district administration;
- the relationship between adolescents and their parents;
- the learning problems of adolescents which are derivatives of culture and socioeconomic conditions;
- the relationship between developmental characteristics and adolescent learning;
- alternative approaches in classroom management;
- the way curriculum is developed; and
- the relationship between questioning techniques and critical thinking of pupils.

**Externs will gain experience in**

- receiving exposure to a variety of school structures and organization designs such as alternative schools, continuation schools, special education classes, and schools with a range of socioeconomic levels;
- responding to opportunities to visit community organizations and agencies;
- interacting with various people in their district such as administrators, clerical and support staff, and counselors;
- using criticism from pupils, peers, and professionals to enhance their professional growth;
- articulating attributes of a teaching style consistent with their own value system and interpersonal style; and
- taking advantage of parent contacts as a means for understanding individual students.

**Externs will develop skills in**

- formulating educational goals and translating these goals into specific instructional objectives;
- designing teaching strategies appropriate to these goals and objectives;
- applying knowledge of cultural and economic differences in pupils when planning and executing instruction;
- planning and executing instruction which encompasses a variety of levels in the cognitive, affective, and psychomotor domains as relevant to the subject matter;
designing assessment techniques appropriate to the teaching strategies used;
eliciting and utilizing student ideas to increase the process of feedback and pupil participation in discussion; and
managing a classroom.

Student Teacher responsibilities are also carefully articulated in the Handbook:

**The Student Teacher should**

1. plan to give priority in time, attention, and preparation to the student teaching assignment;
2. participate in pre-school orientation conferences as required by the district. Contact the designated authority regarding attendance;
3. limit on-campus responsibilities to the student teaching assignment as much as possible;
4. reduce off-campus responsibilities to a minimum;
5. report at the time designated to the appropriate authority in the school to which the student teacher is assigned;
6. appear appropriately dressed and well groomed at all times;
7. be punctual and regular in attendance;
8. arrange time with the master teacher for assistance in planning and evaluating;
9. inform the master teacher as soon as possible in case of unavoidable absence. Also inform the university supervisor;
10. attend the student teaching seminar and other meetings scheduled for student teachers;
11. determine with the master teacher the units of teaching for which the student teacher will be responsible;
12. prepare thoroughly and carefully for each day of teaching;
13. make both long and short range plans;
14. share unit plans, lesson plans, assignment, materials, etc. with the master teacher before they are to be used;
15. schedule frequent evaluation and planning conferences with the master teacher and the university supervisor;
16. continually engage in self-evaluation of teaching performance;
17. learn pupils’ names as soon as possible;
18. become acquainted with the cumulative records and any other files pertinent to the pupils with whom the candidate works;
19. implement strategies for special populations;
20. become familiar with the types of population served by the school to which the student teacher is assigned;
21. utilize strategies and techniques for English Language Learners (ELL);
22. carryout strategies for struggling readers;
23. know the school regulations and rules affecting the pupils/teachers;
24. become acquainted with the various learning materials used in the assigned classes;
25. become acquainted with the materials and personnel resources available to teachers in the building/department/school;
26. attend faculty meetings, PTA, and other school-related functions whenever it is possible to do so;
27. fill out reports promptly; recognize that a student teacher works with pupils in a school setting in which the supervising teacher and the school are legally responsible for the student teacher’s activities;
28. observe the University and school regulations covering student teachers and student teaching;
29. follow the schedule of the school district for vacations. This means student teaching
beyond the university semester; and
30. give evaluation forms to the master teachers and remind them of due dates at least one week in advance.

The *Single Subject Credential Handbook* identifies a number of “Danger Signs” that master teachers and university supervisors should be aware of:

The following are potential danger signs during the extern or student teaching semester, which should be discussed with the master teacher and university supervisor.

- No initiative on the part of the extern/student teacher
- Excessive absences
- Lack of classroom control
- Ineffective use of time
- Too casual with students
- Expectations that are too high
- Expectations that are too low
- Lack of knowledge in subject area
- Inaccurate records
- Misunderstanding of potential legal problems (rights and responsibilities)
- Poor communication with parents
- Failure to meet or communicate with master teacher
- Failure to respond to master teacher suggestions
- Inappropriate grooming
- Failure to get along with other teachers
- Gossiping
- Excessive shyness (inability to project) and/or interact with students
- Excessive confrontational behavior
- Bringing personal problems to the classroom
- Excessive fear
- Working too hard (potential burnout)

The procedures to follow when the candidate encounters problems in teaching are carefully outlined in the *Single Subject Credential Handbook* as follows:

Everyone in the student teaching process hopes that the semester will go smoothly for all concerned. There are occasions when a student teacher stumbles and requires additional assistance. On rare occasions, severe problems occur that mandate immediate intervention. This section of the handbook is designed to help you know what to do.

**What candidates should do when student teaching is not going well:**

- Talk openly and honestly with the master teacher about the problem. State it as concretely as you can and ask for insights and specific suggestions. Ask for written feedback so that you can study it when you are planning.
- You may want to suggest that the master teacher take the class for a few days until you can recoup and spend the time watching your master teacher at work. Confer with the master teacher about the techniques used to gain control or solve the problem that baffled you.
- If part or all of the problem, in your mind, is with the master teacher, contact your university supervisor as soon as possible and talk openly about your feelings and beliefs. Again, be specific and concrete; vague accusations help no one and can harm your situation. Write down incidents or keep a log so that you can focus the discussion of actions. Do try to understand the master teachers’ perspective; they have the final responsibility for the students and will be at the school long after you’ve gone.
• Think about a three-way or four-way meeting to clear the air through an open and frank discussion of each person’s perspective. Many small problems grow large through misunderstandings and failure to attend to them early. If face-to-face talking unnerves you, try writing a letter describing your view on the matter and ask the other party or parties involved to do the same. Exchange letters.

• If the university supervisor is perceived to be the problem, try the ideas posed above. If they don’t or can’t work, in your opinion, contact the Coordinator of Secondary Education who can be an ombudsman for you. If the Coordinator is the problem, turn to the Chair of the Department of Secondary Education.

• If you find that student teaching has become a living nightmare, remember that you can voluntarily withdraw and rethink your career choice. The university and the cooperating schools would rather have you do that than make yourself and several classes of adolescents uncomfortable. If you are not prepared to step down from student teaching altogether, some modification of your assignment may be possible, but the later in the student teaching semester this level of problem occurs, the more difficult it is to craft an interim solution.

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• If your student teacher is not performing up to expectations, first make certain you have communicated those expectations clearly to the student teacher. Many difficulties are rooted in poor communication, and difficult subjects lend themselves to misunderstandings. Talk concretely with the student teacher and listen carefully to the verbal response you get. Focus on what the student teacher did or did not do; avoid raising the emotional level as much as possible.

• If you can identify the nature of the problem (e.g., classroom control, pacing of lessons, adequacy of daily lesson plans), try to establish agreement on intermediate solutions rather than ask the student to do better. These improvements should be concrete and be put on a time line. In this way both you and the student have a means for judging whether the problem is being successfully addressed. Also, you should let the university supervisor know about such a plan.

• If you and the student cannot arrive at a mutual definition of the problem, let alone a work plan to solve it, an informal meeting with the university supervisor may be necessary. If emotions have run high, you may want to have the student meet first with the university supervisor and then have the three-way meeting.

• Documentation is critical for helping the student solve the problem and/or providing evidence that the student should rethink this whole program. Vague or sweeping statements help no one and can prove to be counterproductive. The minute you think there may be major problems brewing, start writing and call the university supervisor. Delaying action in the hope that magic will strike only increases the problem.

What the Master Teacher should do when Student Teaching is not going well:

• If an emergency occurs or if your relationship with the student teacher blows up suddenly, create a “cool-down” period for both of you. Call the Subject Area Coordinator immediately (the work numbers are in the back of the handbook) and relate the problem as clearly and completely as you can. Set up a meeting as soon as possible. Feel free to bring in the department chair or an administrator if that is appropriate. Remember that we are trying to help the student become a competent beginning teacher.

• If you have a problem with the university supervisor, raise your issues with that individual first. If necessary, use some of the ideas listed above. If that is unsatisfactory, call the Coordinator of Secondary Education and relate the problem. Don’t hold the student teacher hostage to problems between you and the supervisor. If you haven’t seen the supervisor within the first couple of weeks of student teaching, call the University and ask about the supervision schedule. Putting the student on the spot is both unfair and unproductive.
• You should not be afraid to critique your student teacher nor should you be afraid to praise good teaching. Your role is to give honest, thoughtful feedback to the work your student teacher is doing. Meet with the student teacher frequently and provide commentary of some kind about the work you have seen performed. Small concerns are far easier to handle than major disasters.

Cal State Fullerton also has a policy in place for all credential programs that addresses the professional conduct of the candidate. We believe that the Cal State Fullerton Single Subject Credential Program is a professional preparation program and therefore, we hold candidates to standards that may be higher than the University. Teaching Performance Expectation 12: Professional, Legal, and Ethical Obligations, outlines specific responsibilities of educators. Credential candidates are expected to honor these responsibilities. This policy, known as Credential Programs Committee (CPC) Policy One, is included in the Handbook. Excerpts are provided below:

Credential Program Committee Standards for Continued Participation in Credential Programs at Cal State Fullerton (CPC Policy One)

The credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity.
- Commitment to working collaboratively.
- Commitment to lifelong learning.
- Wide constellation of knowledge and skills.
- Ethical character demonstrated by

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be familiar with the professional standards for their field of teaching (California Standards for the Teaching Profession) and communicative disorders (American-Speech-Language-Hearing Association), as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty. Students who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates’ continued participation in credential program at Cal State Fullerton is dependent upon their understanding of professional standards and their ability to adhere to these standards.

In order to continue to participate in a Credential Program and related Master's Program (if there is one) you must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and fieldwork and student teaching mentors such as master teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0 grade point average. No classes for which grades of D or F were assigned will be used to meet credential requirements. In credit/no credit classes "B" level work is required to get credit.
- Maintain the standards of your department and/or program.
Credential candidates will be considered for removal from the program if they:

- Exhibit academic dishonesty as defined by the University Catalog.
- Exhibit inappropriate student conduct as defined by the University Catalog.
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors.
- Fail to meet the standards set by the Commission on Teacher Credentialing.
- Fail to behave according to the standards of the profession, public schools, university, department and/or program.
- Fail to demonstrate credentialing competencies.
Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence
Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence
An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

To be admitted to the first semester of the program, candidates have to demonstrate subject matter competency. They are required to have taken or passed CBEST and meet other admission requirements as outlined in the admissions packet. These requirements are verified by the Program Advisor and Director of Admissions prior to admission.

17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

Candidates are assessed on the TPEs throughout the program. Before advancing to full-time student teaching (whole-class instruction for 3 full periods daily, plus a conference and planning period), each candidate must demonstrate fundamental ability to teach in the major domains of the Teaching Performance Expectations as evidenced in their evaluations by their Master Teachers, University Supervisor, and Program Advisor. Candidates must be rated at a minimum of the “middle level of proficiency” on each TPE by their Master Teachers, University Supervisor, and Program Advisor (see the EI-3 form). They must have also successful completed all requirements of the Teaching Portfolio. Candidates are not allowed to advance to the second semester of student teaching until they have successfully completed these requirements, which are linked to grading criteria for EDSC 440S, EDSC 440F, and EDSC 449E. Finally, on the EI-4 forms, candidates must have a “yes” answer to the question: Is the extern ready to continue into student teaching? from their Master Teachers, University Supervisor, and Program Advisor.
Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate’s pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments during the Program

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher’s work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

Throughout the program, candidates develop and build upon the essential skills and knowledge required to assume the daily teaching responsibilities of a professional teacher. These skills and knowledge include issues of classroom management and discipline, student rapport and classroom environment, curriculum planning and instructional diversity, student motivation, presentation skills, diagnosing and evaluating student achievement and abilities, critical thinking, developing positive attitudes in students, teaching diverse student populations, and teacher professionalism.

Fieldwork components of the Single Subject Credential Program at California State University, Fullerton are designed to give students maximum opportunities to relate theory and practice and to prepare them for daily teaching responsibilities. Coursework on campus is coordinated with fieldwork in cooperating schools. The institution collaborates with participating districts to assess each candidate's readiness to assume full-time teaching responsibilities. This assessment includes evaluation of the candidate's previous field experiences, Extern semester teaching, and performance in all aspects of the credential program. Both prerequisite coursework and first semester requirements include activities that relate to the candidates' professional goals, provide opportunities to interrelate theories and practices, and prepare candidates for daily teaching responsibilities.

Prerequisite Fieldwork Successful completion of EDSC 310, The Teaching Experience, or its equivalent, is a prerequisite to the program. Forty hours of observation/participation in culturally diverse public school classrooms is a primary component of the course; this field experience is complimented by a weekly two-hour seminar. The early field experience allows candidates to explore their interest in the teaching field as well as observe effective teaching both in and outside of the subject matter area. These early field experiences are based on collaborative decisions between the institution, local school administrators and teachers in the selection of excellent training schools and supervising teachers.

One requirement of EDSC 310 is the initial development of the Teaching Assessment Documentation. Candidates are introduced to the concept and required to compile the rudimentary components: a resume, Philosophy of Education, and documentation of early field experiences (such as fieldwork logs, Verifcation of Fieldwork Form, Performance Evaluation Form, evidence of subject matter competence, and letters of recommendation, such as those from employers or supervisors of volunteer work). These portfolios are
reviewed by EDSC 310 instructors. Candidates are asked to reevaluate their career goal in light of their field experience. Candidates are also expected to self-assess their level of proficiency on the TPEs.

Fieldwork relates to candidates’ immediate professional goal of obtaining the Single Subject Credential. EDSC 310 instructors support the placement of candidates in settings that relate to their interests and skills candidates may seek to develop. For example, interested candidates may be placed in SDAIE subject matter courses or ELD courses. They may also request both or either a junior high and high school experience.

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<td>Alert Form: Report of Unprofessional Classroom Conduct in Prerequisite Courses</td>
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<td>PRE-1</td>
<td>Advisement Tracking Sheet</td>
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<td>PRE-2</td>
<td>Verification of Completed Fieldwork Experiences/Observations</td>
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<td>PRE-3</td>
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<td>PRE-4</td>
<td>Performance Evaluation for 40 Hour Field Work Assignment</td>
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<tr>
<td>PRE-5</td>
<td>New Candidate Checklist</td>
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**First Semester Fieldwork** The first semester of the program is designed to provide orientation and gradual induction into student teaching. During the first ten weeks of this semester, candidates are required to spend a minimum of 12 hours per week (M-Th) in classroom observations. A schedule of gradual induction is followed to ensure that all candidates participate in activities that will prepare them for student teaching. Candidates begin by observing in the classes in which they will eventually assume full responsibility. After a few weeks, they begin to take attendance and handle routine duties. This allows them to get to know their students and feel comfortable with district and school policies. Over the next five weeks, Externs become progressively more involved in instruction. Early activities may include working with groups, assisting with seatwork, tutoring individual students, supervising the entire class for short periods of time, and preparing and teaching a segment of a lesson. In the last five weeks of the semester, Externs prepare and implement lesson plans based on models provided by their Master Teachers. This gradual induction is outlined more fully in the handbook.

Candidates are evaluated as to their readiness to continue into student teaching through specifically designed evaluation forms and individual Teaching Portfolios. There are four major ways of assessing candidate readiness: (1) Candidates' teaching experiences are evaluated twice (see Observation form) in the final weeks (weeks 10-15) of the first semester. These evaluations focus on classroom lessons presented by the candidates, and are conducted by University supervisors in candidates' subject matter area. (2) At the end of the semester (week 15), written evaluations of the candidate are required of the University Supervisor, methods instructor, and Master Teachers. These evaluations are filed in the candidates' files and are required for continuance in the program. (3) Finally, the candidate, Master Teacher, and University Supervisor complete a TPE assessment. This assessment is based on the 3-point scales. (4) Candidates also compare their self-assessment on their level of proficiency on the TPEs to that of the prerequisite semester. This allows them to see how they are progressing and to identify areas to work on during the student teaching semester. As a final requirement, a Student Teaching Assignment form is completed by the candidate and signed by the school principal.
**FIRST (EXTERN) SEMESTER**

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<tr>
<th>EI-1</th>
<th>Verification and Diversity of Student Population</th>
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<td>EI-2</td>
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<td>EI 4</td>
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**INTERNSHIP PROGRAM**

Before assuming intern teaching responsibilities, each candidate in the program has one or more verified experiences that (a) relate to candidate's professional goals, and (b) prepare the candidate for intern teaching responsibilities.

Interns are expected to complete the same experiences as candidates. They also complete two additional assessments.

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Interns complete the same coursework (including prerequisite) as regular student teachers. All candidates must have completed the pre-requisite phase (Semester I EDSC 310, 320, 330, 340) and have completed EDSC 400 Instructional Methods for Secondary Interns the Summer or Intersession preceding beginning their Internship assignment (Semester II) for a total of 15 units. They also complete EDSC 410. In Semester I, many of the students are Pre-Interns. Pre-Interns are blended in with the Internship cohort as they finish their Pre-Intern program. In EDSC 310 students have had active participation in the public school classrooms with analysis of 40 plus hours of field work experiences. The course also addresses philosophical, social, and historical foundations of education. Adolescence (EDSC 320) covers the physical, social and cultural development of human adolescents and youth and contemporary factors producing change. The methods course (EDSC 400) topics include: lesson planning; classroom management; getting organized; classroom readiness; first day, first week, and first month; teaching the limited English proficient; grading (what, when, how); report cards, parent communication; back-to-school night; and assessment. EDSC 400 addresses methods of teaching in secondary as well as the key issues and concerns that interns have prior to beginning their Intern teaching assignment. It provides the Intern with very practical information necessary for not only surviving the first weeks and methods of teaching, but starting the first year positively and productively. EDSC 410 addresses teaching English learners in secondary schools.

**Teaching Assessment Documentation** Candidates are expected to maintain all assessment materials in their Teaching Assessment Documentation (TAD). Information on the TAD is available in Chapter 6 of the Single Subject Credential Program Handbook (http://ed.fullerton.edu/SecEd/STHandbook/Chapter-6.htm).

18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

Not applicable.

18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the
TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

Over the course of their three semesters of fieldwork experiences, candidates address the full range of TPEs as they apply to their content area and to the teaching and learning of special populations, readers of various levels, and English learners. It is expected that candidates’ lesson plans become more sophisticated and they are evaluated accordingly. The Knowledge Base Matrix illustrates this spiral fieldwork experience.

18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for candidates to practice performing in relation to the TPEs. The Knowledge Base Matrix illustrates this spiral fieldwork experience.

Currently, University Supervisors undergo four hours of training. In Fall 2002, supervisors were introduced to the TPEs as part of this training. They were also trained in to assess and support the adaptation of instruction for special populations, English learners, and readers of various levels. They were provided with the new EDSC lesson plan format and observation form.

Master Teachers and Supervisors evaluate candidates’ level of proficiency in the TPEs three times during the program. Forms for this evaluation include the EI-3 TEACHING PERFORMANCE EXPECTATIONS: EXTERN LEVEL OF PROFICIENCY ASSESSMENT and ST-1 TEACHING PERFORMANCE EXPECTATIONS: STUDENT TEACHER MIDTERM EVALUATION, in which they complete a checklist based on the TPE 3-point scales, and the ST-2 FINAL EVALUATION OF TEACHING PERFORMANCE EXPECTATIONS, in which Master Teachers and Supervisors provide a narrative of candidate performance.

Qualifications of Master Teachers, including their familiarity with the TPEs and training as assessors of beginning teachers, are verified through our E/I-2 VERIFICATION OF MASTER/MENTOR TEACHER QUALIFICATIONS.

18(e) Each candidate’s supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program’s expectations for candidates’ responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.

The Assessment Coordinator (along with the Department Chair) facilitates training of supervisors, Master Teachers, and faculty; assist in the tracking of student progress; conduct (and, as necessary, train additional part-time faculty to conduct) the EDSC 460 Seminar in Teaching Performance Assessment; coordinates release of information to our Credential Analysts and employing districts; and track CCTC updates to the process.

TPA tasks are embedded throughout the program as formative assessment. TPA tasks will be practiced and then completed throughout program in “anchor courses.” Practice may be repeated multiple times until candidate is ready to take assessment for final score. If at the end of the student teaching semester, the candidate is not successful in passing the TPA, he/she may retake Tasks failed during Intersession and/or Summer. Candidates and the Assessment Coordinator track progress via university Blackboard site and course credit.
In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

Candidates will be evaluated on TPEs throughout program in the following processes:

1. Candidate self-evaluates in 310 and 440S by highlighting their level of proficiency on the 3-point scales and reflecting on their development.
2. Master Teachers/Mentors evaluate candidate in 440F/449E and 449I by ranking candidates on each TPE based on the 3-point proficiency scales.
3. University Supervisor evaluates candidate in 449E and 449I by ranking candidates on each TPE based on the 3-point proficiency scales.
4. Candidates must pass Tasks 1-4 of the Teaching Performance Assessment, which assesses their competency on the TPEs.

Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates’ pedagogical assignments and tasks in required coursework and supervised fieldwork.

Periodic consultation occurs through Secondary Education Cooperative Teacher Education Program (SECTEP) meetings, where district Placement Coordinators interact with university faculty and staff (program advisors, supervisors, credential analysts, admissions staff) on program issues. See Standard 2 for additional information on this organization.

In addition, biannual Community Advisory Council meetings provide for additional input from representatives from multiple constituents, including teachers union, Public School District Board of Trustees, classroom teachers, master teachers, and university faculty and staff. See Standard 2 for additional information on this organization.

Input from Master Teachers is requested at Master Teacher Orientations conducted at the beginning of each semester.

The SECTEP Coordinator and Chair of Secondary Education serve on several BTSA Councils (AUHSD and FJUHDS) in order to facilitate communication between these organizations. Finally, input from District Superintendents and BTSA Directors is given each semester through the Educational Partnerships Advisory Council. See Institutional Report for additional information on this organization.
Program Standard 19: Assessment of Candidate Performance
Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one instructional supervisor trained to assess the TPEs.

Program Elements for Standard 19: Assessment of Candidate Performance

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs.

Throughout the program, candidates are formatively assessed on the TPEs and practice TPA tasks to prepare them for summative assessment through the Teaching Performance Assessment. Candidates receive timely information on their performance in relation to the TPEs.

The program has in place a comprehensive assessment system that provides for progress monitoring and summative assessment of candidates. Based on midpoint progress, candidates are provided with additional support and assessment as needed. Details are provided on the Single Subject Credential Program Assessment Matrix, located on the Accreditation Page of the Department of Secondary Education.

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

Summative assessment of candidates is conducted through EDSC 440S, where candidates are required to successfully complete Task 1, and EDSC 460 Teaching Assessment Seminar, where candidates are required to successfully complete Tasks 2 and 3 of the Teaching Performance Assessment. Tasks are scored by state-trained and qualified faculty and secondary teachers who are also BTSA Support Providers for local districts.

At the conclusion of EDSC 460 and the credential programs, candidates complete and have approved by the EDSC 460 Teaching Assessment Coordinator their ST-3 TEACHING PERFORMANCE ASSESSMENT RESULTS AND INDIVIDUAL INDUCTION PLAN. This plan is then shared with the BTSA Director of their employing district.

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate’s competence and performance.

The Coordinator of SECTEP makes final recommendation of candidates for credentials on the basis of all information of each candidate’s competence and performance. All documentation is included in the candidates’ file, which is reviewed by the Coordinator before recommending the candidate and forwarding the file to the Credentials Analyst for final processing.

Because of their role in coordination of the TPA administration, the Assessment Coordinator assists the SECTEP Coordinator in the administration, collection, and evaluation of candidate data. The responsibilities of the assessment coordinator include:

1. Teaching: Teach EDSC 460 Teaching Performance Assessment Seminar
2. Teaching: TPA Assessor
a. Serve as Lead Scorer on assessing Tasks 2 and 3 of the TPA.
b. Provide double scoring of responses assessed as score of 1 or 2.

3. Teaching: Assessment Coordination
   a. Aggregate data for Task 2, Task 3 (by task, student, subject matter, and semester).
   b. With Secondary Education Department Chair, maintain accreditation documentation.
   c. Devise data collection from Task 3 that will allow us to assess the impact of our candidates on K-12 student learning.
   d. Maintain currency in TPA Tasks 2, 3, and 4.
   e. With Secondary Education Department Chair, coordinate annual training/orientation of SECTEP and EDSC faculty.
   f. When Department Chair is unavailable, represent Department of Secondary Education at state assessment meetings.
   g. Attend and report to SECTEP.
   h. Coordinate scoring with other assessor.