Welcome to the beginning of your professional teacher preparation program! We are so pleased that you have chosen the Single Subject Credential Program at California State University, Fullerton. We would like to congratulate you on selecting one of the top programs in the nation for your professional preparation. The Department of Secondary Education is waiting to assist you in your classes and fieldwork. As you will soon be meeting many new people and learning a new lingo, I would like to take this opportunity to introduce you to the administration and our PDD staff.

SINGLE SUBJECT CREDENTIAL PROGRAM ADMINISTRATION
Dr. Victoria Costa, Department Chair
Dr. Helen Taylor, SECTEP Coordinator
Mr. Duane Clizbe, Director of Admissions

FULLERTON PROFESSIONAL DEVELOPMENT DISTRICT
Dr. Jerry Atkin, PDD Coordinator

PLACENTIA—YORBA LINDA PROFESSIONAL DEVELOPMENT DISTRICT
Dr. Fred Ramirez, PDD Coordinator

ANAHEIM PROFESSIONAL DEVELOPMENT DISTRICT
Dr. Grace Cho, PDD Coordinator

IRVINE PROFESSIONAL DEVELOPMENT DISTRICT
Mr. David Test, PDD Coordinator

CAMPUS PROFESSIONAL DEVELOPMENT DISTRICT
Dr. Debra Ambrosetti, PDD Coordinator

PROFESSIONAL TRACK
Ms. Ellen Kottler, Professional Track Coordinator

We wish you every success in the program. We are here to help you succeed, so please don’t hesitate to ask for assistance. My office is EC-524 and my phone is (714) 278-3391. You can also reach me via email at htaylor@fullerton.edu. I look forward to working with you and best of luck on a great semester!
As candidates progress through the program, they are required to track their progress in meeting the Teaching Performance Expectations and document their achievement of program requirements. All forms should be submitted to the appropriate faculty or staff member. This is your responsibility!

- Pre-Forms
- Extern Forms
- Student Teaching Forms

There are also forms that help Master Teachers keep informed of program policies and procedures.

- Master Teacher Forms

You should keep a copy of all forms in your TAD (Teaching Assessment Documentation).

California State University, Fullerton Single Subject Credential candidates may substitute teach for their Master Teachers providing they meet substitute teaching requirements for the district, have approval from both Master Teachers AND their Subject Matter Program Advisor, and do not miss any part of their required courses. However, many districts make it a practice NOT to hire student teachers.

During the Extern Semester, prospective employers may be interested in interviewing and offering employment to candidates. The following options are available:

Candidates who have completed EDSC 400 and EDSC 410 and who are offered a internship position during the first ten weeks of the Extern semester may, with approval from Dr. Taylor, good standing in EDSC 440F/S, and support of their Subject Matter Program Advisor, accept the position and transfer into the Professional Track.

Candidates who have not completed EDSC 400 or EDSC 410 and who are offered a position MAY NOT ACCEPT THE POSITION. If they insist on taking the position, their only recourse is to withdraw from the California State University, Fullerton program.

Candidates who have completed EDSC 410 and are offered a position after the 11th week of California State University, Fullerton instruction may, with approval from Dr. Taylor, good standing in EDSC 440S/F, and support of their Subject Matter Program Advisor, accept the position. They are responsible for attending the last EDSC 440F/S meeting and submitting TPA Task 1, all required assignments, and paperwork. They do not transfer into the Professional Track.
Professional Conduct

- In order to continue to participate in the Credential Program, 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 Master Teachers/Mentors.
  - 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 receive credit.
    - Maintain the standards of the Single Subject Credential Program.
  - Credential candidates will be considered for removal from the program if they fail to meet these criteria.

Attendance

- You are responsible for regular attendance and punctuality in the school assignment and in all California State University, Fullerton classes.
- You may not miss classes to attend public school classes, activities, or to substitute teach.
- Promptness and excellent attendance is considered to be part of your professional responsibilities. You may be removed for the program for multiple tardies and absences.

Academic Attire

When on school sites and at the district offices, Externs and Student Teachers should be attired in academic dress.
- This includes nice pants and shirt with collar (tie optional) for men and a nice pant outfit or dress for women.
- Skirts should be a reasonable length and clothing should not be revealing.
- When on the playing fields, Externs and Student Teachers should be attired in appropriate dress for the sport or physical education activity in which they are engaged.
  - This includes coaching shorts or sweats and a T-shirt, polo shirt, or sweat-shirt with the school name and/or logo. Appropriate footwear should also be worn.
- Individuals who do not meet this requirement may be requested to leave the school site to change their clothing.
- Repeated offenses may result in termination of the field observation/student teaching assignment.
• **What is the TPA?**
  - It is a California mandated standardized teacher candidate assessment.
  - It measures aspects of the Teaching Performance Expectations (TPEs).
  - It is used to provide formative feedback as well as a summative measure of documented teaching performance.
  - It is embedded in teacher preparation experience, including coursework, fieldwork and supervised teaching.
  - A passing TPA score on Tasks 1, 2, and 3 is required to be recommended for a Preliminary Credential.

• **What is the purpose of the TPA?**
  - There are two major purposes for performance assessment:
    - To help you grow as a professional and showcase your skills to others.
    - To assure the education profession and the public that teachers who are prepared at California State University Fullerton meet the highest professional standards and are able to positively impact the learning of their students.

• **What will you have to do and when will you have to do it?**
  - **Candidates are introduced to TPA in prerequisite classes**
    - Practice Task 1, Scenario 1 in EDSC 310
    - Practice Task 1, Scenario 3 in EDSC 410
    - Practice Task 1, Scenario 4 in EDSC 340
  - **Candidates are assessed on Task 1 in EDSC 440S**
    - Must earn a score of 3.0 to receive credit in EDSC 440S and continue to student teaching semester
    - All PDD Coordinators are state-certified on Task 1 or have been locally trained to assess Task 1.
  - **Candidates are assessed on Tasks 2 and 3 in EDSC 460**
    - Must earn a score of 5 on Tasks 2 and 3, with no score lower than a 2, to receive credit in EDSC 460 and be recommended for a credential
      - All assessors are state-certified for both tasks.
  - **Task 4 is currently not required, but may be required for some subject matter areas.**

• **Where can you get more information?**
  - See the Website below for detailed information about the Teaching Performance Assessment!

  [http://ed.fullerton.edu/seced/TPA/index.htm](http://ed.fullerton.edu/seced/TPA/index.htm)
Internship Program/Professional Track

- Program is designed for students who wish to complete credential requirements while currently teaching in their credential preparation subject area/s in the public schools.
  - The Internship Credential authorizes the holder to teach, under the supervision of a Commission accredited college or university and the holder’s employer, in the area or subject listed on the credential.
  - Interns are considered fully qualified teachers in California.
- Students may be enter the Internship Program:
  - As they enter the Single Subject Credential Program with a contracted internship teaching assignment in their content area (the State requires completion of a general pedagogy methods course, EDSC 400, for individuals accepting Internships in their first semester as well as EDSC 400 Teaching English Learners).
  - Upon accepting a contracted internship teaching assignment in their content area during the first three weeks of the first semester of the program (the State requires completion of a general pedagogy methods course, EDSC 400, for individuals accepting Internships in their first semester); or
  - Before or during their second semester with a contracted internship teaching assignment in their content area.
- Benefits include:
  - Salary of a beginning teacher;
  - Full benefits; and
  - Credit toward tenure.
- Eligibility requirements:
  - Acceptance to the CSU Fullerton Single Subject Credential Program;
  - Earned Bachelor’s degree from a regionally accredited college or university;
  - Passage of the basic skills’ proficiency test (CBEST),
  - Passage of appropriate subject matter competence exam (PRAXIS/SSAT) or 80% completion of a commission-approved subject matter preparation program (SMPP),
  - Completed character and identification clearance (fingerprints), and
  - Demonstrated knowledge of the US Constitution.
  - Completion of EDSC 400 and EDSC 410.
- Admissions process:
  1. Submit an internship credential application (professional track) to the secondary education department;
  2. Submit a copy of a signed contract from the participating school district; and
  3. Be accepted to the Single Subject Credential Program.
- Other details:
  - Internship contracts may be for three, four, or five classes in the public schools.
  - At least two of the classes must be in your credential subject area and one may be in your supplemental credentialed subject.
  - The internship grant supports mentor training and payment of $150 per semester to the mentor “buddy” teacher assigned to the intern. The intern and mentor “buddy” teacher receive four sub days per semester to work toward the professional development of the intern teacher.

Questions about the internship program should be directed to Dr. Helen Taylor, 714 278-3391, EC 524, htaylor@fullerton.edu.
SINGLE SUBJECT CREDENTIAL PROGRAM

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshman (www.fullerton.edu/senate/PDF/300/UPS320-030.pdf): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize MS Office XP or 2000 (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty;

4. Have the ability to regularly print assignments;

5. Maintain and access three times weekly a student email account;

6. Use Internet search and retrieval skills to complete assignments;

7. Upgrade his/her skills in educational technology throughout the program;

8. Apply his/her educational technology skills to complete expected competencies;

9. Utilize other software applications as course requirements dictate;

10. Utilize Blackboard to access course materials and complete assignments; and

11. Create lessons that require K-12 student use of educational technologies to improve achievement.

12. Conduct themselves appropriately and professionally when online. (See http://www.albion.com/netiquette/corerules.html.)

It is highly recommended that students use a PC platform with Windows 2000 or higher OR a MAC platform with Mac OS 9 or higher.
Publisher, a software application required in EDSC 304/307, is not available on MAC. Students will need access to a PC for some assignments in EDSC 304/307.
In order to use Blackboard effectively, Cal State Fullerton’s Office of Information Technology recommends that students meet the following requirements:

**Skills**
- Use of Web browsers.
- Entering Uniform Resource Locators (URL’s).
- Downloading files from the Internet.
- Completing online forms.

**Hardware Requirements**
- A live Internet connection. Students will need access to the Internet using a telephone connection, DSL, or cable modem.
- A monitor capable of displaying information at least 800x600 pixels. For best performance, access Blackboard using 1024x768 resolution or higher.

**Software Requirements**
- Use the Microsoft Internet Explorer Web browser Mac users can use the Safari Web browser.
- Do not use the AOL browser to access Blackboard.
- Although it is not required to access Blackboard, students should have Microsoft Office 2000 or Office XP installed in their personal computers to view and access documents provided by the instructor. Single Subject Credential candidates also need Publisher.

To be successful in the CSU Fullerton Single Subject Credential Program, you need regular access to a reliable computer that is Internet-connected and has Microsoft Office 2000 or higher. It is your responsibility to find access to these resources. It may be that you need to barter with a neighbor or family member to use their facilities during your credential program. Below are some other places to consider for computer access:

1. **Library Computer Labs**: Information on the facilities and hours of operation for the CSUF Library Computer Labs is provided at [http://www.fullerton.edu/titanlab/](http://www.fullerton.edu/titanlab/) and [http://library.fullerton.edu/Services/ShowTopic.asp?TopicID=48](http://library.fullerton.edu/Services/ShowTopic.asp?TopicID=48). MS Office XP (Word, PowerPoint, and Excel) and Publisher are available. Please request a computer with Publisher if you are in need of that application. All campus computers will migrate to MS Office 2003 in Fall 2004.

2. **El Toro Campus**: El Toro offers PC computer classrooms and laboratory with a few Mac computers for student use. Laboratory in Room 145 is available for student use.

3. **Local Libraries**: Most local libraries have Internet-connected computers available for public use. In addition, they may have a technology support staff member who can provide additional assistance.

4. **Titan Shops Computers** [http://bookstore.fullerton.edu/techcenter.asp](http://bookstore.fullerton.edu/techcenter.asp): Students may purchase computers and software at excellent student rates! For example, student prices on Dell notebooks start at $700!

5. **Titan Help Desk**: 714-278-7777 or email helpdesk@fullerton.edu for troubleshooting support.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fieldwork</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 304/307</td>
<td>Personal Proficiency in Educational Technologies for Secondary Teachers</td>
<td>(3)</td>
<td></td>
<td></td>
<td>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. Includes 30-hour independent laboratory practicum. Letter grade.</td>
</tr>
<tr>
<td>EDSC 310</td>
<td>The Teaching Experience</td>
<td>(3)</td>
<td></td>
<td></td>
<td>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; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. Credit/No Credit. 40-hour practicum</td>
</tr>
<tr>
<td>EDSC 320</td>
<td>Adolescence and Education</td>
<td>(3)</td>
<td></td>
<td>Completion of General Education category III.C.1.</td>
<td>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.</td>
</tr>
<tr>
<td>EDSC 400</td>
<td>Instructional Methods for Secondary Internship Candidates</td>
<td>(3)</td>
<td>30 hours</td>
<td></td>
<td>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. Credit/No Credit.</td>
</tr>
<tr>
<td>EDSC 440F</td>
<td>General Pedagogy of Secondary School Teaching</td>
<td>(4)</td>
<td></td>
<td>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.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit.</td>
</tr>
<tr>
<td>EDSC 440F</td>
<td>Supervised Fieldwork in Secondary Schools</td>
<td>(2)</td>
<td></td>
<td>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.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit. 120-hour practicum.</td>
</tr>
<tr>
<td>442</td>
<td>Teaching in the Secondary School</td>
<td>(3)</td>
<td></td>
<td>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.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit.</td>
</tr>
<tr>
<td>449E</td>
<td>Externship in Secondary Teaching</td>
<td>(3)</td>
<td></td>
<td>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.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit. 120-hour practicum.</td>
</tr>
<tr>
<td>449S</td>
<td>Seminar in Secondary Teaching</td>
<td>(3)</td>
<td>270 hours</td>
<td>EDSC 440S, EDSC 440F, 442, and 449E. Concurrent enrollment in 4491 and EDSC 460. Seminar in student teaching in a single subject in secondary schools. Credit/No Credit.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit.</td>
</tr>
<tr>
<td>449I</td>
<td>Internship in Secondary Teaching</td>
<td>(10)</td>
<td></td>
<td>EDSC 440S, EDSC 440F, 442, and 449E. Concurrent enrollment in 449S and EDSC 460. 18-week practicum (M-F) in full-time student teaching in a specific single subject in a secondary school. Credit/No Credit.</td>
<td>A &quot;B&quot; or better is required to receive a grade of credit. 270-hour practicum.</td>
</tr>
<tr>
<td>EDSC 460</td>
<td>Teaching Assessment Seminar</td>
<td>(3)</td>
<td></td>
<td>EDSC 442. Concurrent enrollment in EDSC 449S and EDSC 449I. Completion of Teaching Performance Assessment required for recommendation of Level I Single Subject Teaching Credential. Includes 30-hour independent study.</td>
<td>Credit/No Credit. A &quot;B&quot; or better is required to receive a grade of credit.</td>
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</tbody>
</table>
THESE WEBSITES ARE A "MUST SEE" FOR ANYONE BECOMING A TEACHER:

Single Subject Credential Program
http://ed.fullerton.edu/seced/Credential_Prog/Index.htm

Admissions to Teacher Education
http://ed.fullerton.edu/adtep/

Credential Preparation Center
http://ed.fullerton.edu/credentials/

Assumption Program of Loans for Education for CSU Students
http://www.csusuccess.org/scholarship
Teaching is full of challenges. There are many things you can do to deal with the daily pressures of teaching. Find measures to help you keep the stress under control. Here are ten suggestions:

1. Keep a journal of your experiences - write every day or at least several times a week. Sort out your frustrations and set goals for yourself. Reflect on your accomplishments.

2. Structure your days - set time aside for completing necessary paperwork, lesson planning, exercising regularly, and eating nourishing foods.

3. Prioritize tasks – list what you need to do with their respective deadlines and rank them in order of importance.

4. Take breaks - use the time between periods to chat with a neighbor, teacher and/or greet incoming students.

5. Be playful – play games, use humor, create some fun in the classroom.

6. Diversify your life – engage in non-teaching related activities, pursue a hobby; interact with people in other professions.

7. Be with people who love you and care for you – spend time with family and friends; if you don’t have a supportive family or friendship network, build new relationships and/or seek help from counseling or support groups.

8. Focus on your students – take care of personal problems after school.

9. Sleep – make sure you get enough rest!

10. Talk to other to see how they manage the daily stresses in teaching. When needed, ask for help from people you trust.

Take care of yourself!
### Here’s another copy of the Fall 2006 Extern Calendar—just to help you stay on track!

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Monday–Friday</td>
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<tr>
<td>August 21-August 25</td>
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<tr>
<td>Meet each day from 8:00-11:40 am in 440S seminar.</td>
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<tr>
<td>• Participate in CSUF Orientation.</td>
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<tr>
<td>• Meet with program faculty.</td>
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<tr>
<td>• Locate school site(s) and PDD meetings.</td>
<td></td>
</tr>
<tr>
<td>• Contact Master Teachers.</td>
<td></td>
</tr>
</tbody>
</table>

| Week 2 through 3 |  |
| Mondays—Thursdays |  |
| August 28-Sept 8 |  |
| Meet each Friday from 8:00-11:40 am in 440S seminar. |  |
| • Report to assigned school(s). |  |
| • Meet with district personnel. |  |
| • Begin classroom observations—one period each with each Master Teacher and also observe other classes in all content areas for a total of 3 periods of observations per day. |  |
| • Meet with Master Teachers to further articulate duties and responsibilities. |  |
| • Avail yourself of tutoring opportunities. |  |
| • Work with small groups, learn students’ names. |  |
| • Visit classrooms outside your content area. |  |

**Master Teachers will attend MT Orientations during Weeks 2-5. MTs complete TPE Online Training Module during Weeks 2-8.**

| Weeks 4 through 5 |  |
| Mondays—Thursdays |  |
| September 11-22 |  |
| Meet each Friday from 8:00-11:40 am in 440S seminar. |  |
| • Take roll. |  |
| • Become involved with instruction—gain access to lesson plans, unit plans, and other instructional organization instruments. |  |
| • Examine the form and content of lesson plans. |  |
| • Identify and review specialized software. |  |
| • Assist during seatwork. |  |
| • Become involved with the management of the classroom. |  |
| • Identify and review assessments and evaluation instruments; score assignments. |  |
| • Examine assessment and evaluation instruments. |  |
| • Supervise the class for short periods of time. |  |

**Master Teachers will attend MT Orientations during Weeks 2-5. MTs complete TPE Online Training Module during Weeks 2-8. PDD Coordinators will contact teachers to train those MTs who did not attend the MT Orientation.**

| Weeks 6 through 8 |  |
| Mondays—Thursdays |  |
| Sept 25 — Oct 12 |  |
| Meet each Friday from 8:00-11:40 am in 440S seminar. |  |
| • Finalize Extern schedule. |  |
| • Supervise the class for entire periods |  |
| • Prepare and teach small class segments or entire period. |  |
| • Introduce substantive units or parts of units. |  |
| • Develop lesson plans for the Master Teachers’ review. |  |
| • Develop, administer, and assess quizzes, tests, and projects. |  |
| • Develop grading rubrics. |  |

**MTs complete TPE Online Training Module during Weeks 2-8. PDD Coordinators will contact teachers to train those MTs who did not attend the MT Orientation.**

| Week 9 through 18 |  |
| Mondays—Fridays |  |
| October 16—Jan 19 |  |
| Meet Fridays as indicated from 8:00-11:40 am for 440S seminar. |  |
| • Participate in co-teaching and become an autonomous teacher as appropriate. |  |
| • Prepare complete lesson plans and execute those lessons under guidance of Master Teachers. |  |
| • Create, administer, and score assessments and evaluation instruments. |  |
| • Operate a grading record. |  |
| • Be supervised and formally evaluated twice by university personnel. |  |
| • Assist in development/administration of final exams. |  |
| • Teach final days of class. |  |
| • Record final grades. |  |
| • Debrief with Master Teachers. |  |
| • Make copies of relevant materials for future use. |  |
| • Make arrangements for student teaching semester. |  |
| • Complete TPA Task 1 and submit for assessment. |  |

**University Supervisors will conduct two observations and meet MTs during Weeks 9-15.**
Department of Secondary Education
PROPOSED SCHEDULE FOR
INTERSESSION 2007
January 2 – January 19
(18 days including weekends and holidays)
All classes are 100% WEB unless otherwise noted.

304 Personal Proficiency in Educational Technologies for Secondary Teachers
310 Teaching Experience (plus fieldwork component)
320 Adolescence
330 Literacy Development in Secondary Schools
340 Addressing Student Diversity in Secondary Schools
400 Methods for Internships (Saturdays, 9-2 plus fieldwork and online component)

IMPORTANT NOTES:
• Due to the new university calendar, Intersession classes have been reduced to a
  3-week timeframe (18 days including weekends and holidays)! Yet, they remain
  as rigorous as a regular semester-long course. Be prepared to work hard and
  expect to put in a minimum of 45 hours of work per week for each 3-unit class.
• EDSC Intersession classes usually fill within 4 hours of the opening of
  registration! Registration is on a first-come, first-served order.
• To be successful in courses, you should meet the EDSC Technology Competency
  (see inside this newsletter) as well as hardware, software, and infrastructure
  requirements.

IMPORTANT WEBSITES
Department of Secondary Education
http://ed.fullerton.edu/SecEd/
Single Subject Handbook
http://ed.fullerton.edu/SecEd/STHandbook/
Teaching Performance Assessment
http://ed.fullerton.edu/tpa/
OCDE Teacher Support and Credentialing Programs
http://ite.ocde.us/
Southern California Teacher Recruitment and Support Center
http://www.teachsocal.org/
California Commission on Teacher Credentialing
http://www.ctc.ca.gov/