Welcome to the first day of your professional teacher preparation program. We are pleased you have selected the California State University, Fullerton Single Subject Credential Program for your professional preparation. Congratulations on selecting one of the top programs in the nation for your training! We are all eager to assist you in your classes and fieldwork. During the first few days, you will be introduced to several new terms and people. I would like to take this opportunity to introduce you to the administration and our PDD staff:

ADMINISTRATION SECONDARY EDUCATION
Dr. Victoria Costa, Department Chair
Dr. Helen Taylor, SECTEP Coordinator
Mr. Duane Clizbe, Director of Admissions

FULLERTON PROFESSIONAL DEVELOPMENT DISTRICT PERSONNEL
Dr. Jerry Atkin, PDD Coordinator
Dr. Patricia Howell, FJUSD Placement Coordinator

SOUTH (PYL, Orange, Irvine) PROFESSIONAL DEVELOPMENT DISTRICT PERSONNEL
Dr. Fred Ramirez, PDD Coordinator
Dr. Beth Berndt, PYLUSD Placement Coordinator

ANAHEIM PROFESSIONAL DEVELOPMENT DISTRICT PERSONNEL
Dr. Grace Cho, PDD Coordinator
Ms. Jane Davis, AUHSD Placement Coordinator

NORTH (all other districts) PDD
Dr. Debra Ambrosetti, PDD Coordinator

We wish you every success in the program. If any of us can be of assistance to you at any time, please let us know. My office is EC-524 and my office phone number is (714) 278-3391. My e-mail is htaylor@fullerton.edu. I look forward to working with you. Have 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.
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 sweatshirt 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 received credit in EDSC 460 and be recommended for a credential
    - All assessors are state-certified for both tasks.
  - Task 4 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/tpa/
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.
Utilizing Blackboard 6.1

In order to use Blackboard 6.1 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 5 using 1024x768 resolution or higher.

Software Requirements
- Use the Microsoft Internet Explorer Web browser (5.0 or higher) or Netscape Navigator 4.7 only (do not use a higher version). Mac users can use the Safari Web browser.
- Do not use the AOL browser to access Blackboard 6.1.
- 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.

Suggestions for Computer Access and Support
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](mailto:helpdesk@fullerton.edu) for troubleshooting support.
## California State University, Fullerton

### Single Subject Credential Program Course Sequence

**TECHNOLOGY (3 units) (required for preliminary credential, recommended as early as possible)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 304/307</td>
<td>Personal Proficiency in Educational Technologies for Secondary Teachers</td>
<td>3</td>
<td>40</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>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES (12 units, 40 hours fieldwork)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 310</td>
<td>The Teaching Experience</td>
<td>3</td>
<td>40</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>
<td></td>
</tr>
<tr>
<td>EDSC 320</td>
<td>Adolescence and Education</td>
<td>3</td>
<td>30</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITE REQUIRED OF INTERNSHIP CANDIDATES (3 units, 30 hours fieldwork)**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 400</td>
<td>Instructional Methods for Secondary Internship Candidates</td>
<td>3</td>
<td>30</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. 30-hour practicum</td>
<td></td>
</tr>
</tbody>
</table>

**FIRST SEMESTER (18 units [including 304], 240 hours fieldwork)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 440S</td>
<td>General Pedagogy of Secondary School Teaching</td>
<td>4</td>
<td>120</td>
<td>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 &quot;B&quot; or better is required to receive a grade of credit. 120-hour practicum.</td>
<td></td>
</tr>
<tr>
<td>EDSC 440F</td>
<td>Supervised Fieldwork in Secondary Schools</td>
<td>2</td>
<td>120</td>
<td>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 &quot;B&quot; or better is required to receive a grade of credit. 120-hour practicum.</td>
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</tr>
</tbody>
</table>

**SECOND SEMESTER (16 units, 270 hours fieldwork)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>442</td>
<td>Teaching in the Secondary School</td>
<td>3</td>
<td>270</td>
<td>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 &quot;B&quot; or better is required to receive a grade of credit.</td>
<td></td>
</tr>
<tr>
<td>449E</td>
<td>Externship in Secondary Teaching</td>
<td>3</td>
<td>270</td>
<td>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 &quot;B&quot; or better is required to receive a grade of credit.</td>
<td></td>
</tr>
<tr>
<td>449S</td>
<td>Seminar in Secondary Teaching</td>
<td>3</td>
<td>270</td>
<td>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 &quot;B&quot; or better is required to receive a grade of credit.</td>
<td></td>
</tr>
<tr>
<td>449I</td>
<td>Internship in Secondary Teaching</td>
<td>10</td>
<td>270</td>
<td>Prerequisites: 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. A &quot;B&quot; or better is required to receive a grade of credit. 270-hour practicum.</td>
<td></td>
</tr>
<tr>
<td>EDSC 460</td>
<td>Teaching Assessment Seminar</td>
<td>3</td>
<td>270</td>
<td>Prerequisites: 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. Credit/No Credit. A &quot;B&quot; or better is required to receive a grade of credit.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Foreign language students should complete FLED 304; and music educators should complete MUED 404; and social studies candidates should complete EDSC 307.
These two websites are a “must see” for anyone becoming a teacher.

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

Credential Preparation Center
http://ed.fullerton.edu/credentials/
## EXTERN CALENDAR (Fall 2005)

| Week 1 | Monday–Friday  
| August 22-26  
| Meet each day from 8:00-11:40 am in 440S seminar. |
| | Participate in CSUF Orientation.  
| | Meet with program faculty.  
| | Locate school site(s) and PDD meetings.  
| | Contact Master Teachers. |

| Week 2 through 3 | Mondays—Thursdays  
| August 29-September 9  
| 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.  
| | Visit classrooms outside your content area.  
| | Learn students’ names.  
| Master Teachers will attend MT Orientations during Weeks 2–5. |

| Weeks 4 through 5 | Mondays—Thursdays  
| September 11 – 23  
| 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 the structure, rubric, and other scales used to develop assessment and evaluation instruments.  
| | Supervise the class for short periods of time.  
| Master Teachers will attend MT Orientations during Weeks 2–5.  
| PDD Coordinators will make site visits to train MTs who do not attend Orientation. |

| Weeks 6 through 8 | Mondays—Thursdays  
| September 26 – October 14  
| Meet each Friday from 8:00-11:40 am in 440S seminar. |
| | Finalize Extern observations—two periods with one Master Teacher and one period with another Master Teacher.  
| | 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.  
| PDD Coordinators will make site visits to train MTs who do not attend Orientation.  
| All MTs should be trained by Week 8. |

| Week 9 through 18 | Mondays—Fridays  
| October 17 – January 27  
| Meet Fridays as indicated from 8:00-11:40 am for 440S seminar:  
| October 21  
| October 28  
| December 16 |
| | Participate in co-teaching.  
| | Become an autonomous teacher to the extent that opportunity is available and Master Teachers believe capable.  
| | 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.  
| University Supervisors will conduct two observations and meet MTs during Weeks 9–15. |
### Department of Secondary Education

**PROPOSED SCHEDULE FOR**

**INTERSESSION 2006**

January 3 – January 29

Classes meet TWRF unless otherwise noted. Times TBD.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>304</td>
<td>Personal Proficiency in Educational Technologies for Secondary Teachers</td>
</tr>
<tr>
<td>310</td>
<td>Teaching Experience (includes fieldwork component)</td>
</tr>
<tr>
<td>320</td>
<td>Adolescence (100% WEB)</td>
</tr>
<tr>
<td>330</td>
<td>Literacy Development in Secondary Schools (100% WEB)</td>
</tr>
<tr>
<td>340</td>
<td>Addressing Student Diversity in Secondary Schools (100% WEB)</td>
</tr>
<tr>
<td>400</td>
<td>Methods for Internships (Saturdays, 9-2 plus fieldwork and online component)</td>
</tr>
<tr>
<td>410</td>
<td>Teaching English Learners in Secondary Schools</td>
</tr>
<tr>
<td>460</td>
<td>Teaching Performance Assessment Seminar (100% WEB)</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTES:**

- Although courses are offered in a 4-week timeframe, they are as rigorous as a regular semester-long course. Be prepared to work hard and expect to put in a minimum of 20 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.
- Some classes will be offered in a WEB format; all will include online delivery. To be successful in courses, you should meet the EDSC Technology Competency (see inside this newsletter) as well as hardware, software, and infrastructure requirements.

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**IMPORTANT WEBSITES**

- Department of Secondary Education
  
  [http://ed.fullerton.edu/SecEd/](http://ed.fullerton.edu/SecEd/)

- Single Subject Handbook
  
  [http://ed.fullerton.edu/SecEd/STHandbook/](http://ed.fullerton.edu/SecEd/STHandbook/)

- Teaching Performance Assessment
  
  [http://ed.fullerton.edu/tpa/](http://ed.fullerton.edu/tpa/)

- OCDE Teacher Support and Credentialing Programs
  
  [http://ite.ocde.us/](http://ite.ocde.us/)

- Southern California Teacher Recruitment and Support Center
  

- California Commission on Teacher Credentialing
  
  [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/)