<table>
<thead>
<tr>
<th>COURSE</th>
<th>TIME</th>
<th>DAYS</th>
<th>DATES</th>
<th>FACULTY</th>
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<tr>
<td>304 Personal Proficiency in Educational Technologies for Secondary Teachers</td>
<td>4:00 - 6:45 p.m.</td>
<td>MTWR 15 meetings 50% online; dates to be determined</td>
<td>January 3 - January 27</td>
<td>Costa</td>
</tr>
<tr>
<td>310 Teaching Experience</td>
<td>9:00 - 11:45 a.m.</td>
<td>MTWR 10 meetings</td>
<td>January 3 - January 27 plus fieldwork</td>
<td>Taylor</td>
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<tr>
<td>320 Adolescence</td>
<td>1:00 p.m. - 3:45 p.m.</td>
<td>MTWR 15 meetings</td>
<td>January 3 - January 27</td>
<td>Randall</td>
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<tr>
<td>330 Literacy Development in Secondary Schools</td>
<td>7:00 - 9:45 p.m.</td>
<td>MTWR 15 meetings</td>
<td>January 3 - January 27</td>
<td>Street</td>
</tr>
<tr>
<td>340 Addressing Student Diversity in Secondary Schools</td>
<td>100% online</td>
<td></td>
<td>January 3 - January 27</td>
<td>Ramirez</td>
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<tr>
<td>400 Methods for Internship</td>
<td>9:00 a.m. - 2:00 p.m.</td>
<td>FS 8 meetings 50% online; dates to be determined</td>
<td>January 7 - 29 plus fieldwork</td>
<td>Ambrosetti</td>
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<tr>
<td>410 Teaching English Learners in Secondary Schools</td>
<td>7:00 - 9:45 p.m.</td>
<td>MTWR 15 meetings</td>
<td>January 3 - January 27</td>
<td>Morales</td>
</tr>
</tbody>
</table>

PLEASE NOTE: EDSC Intersession classes usually fill within 4 hours of the opening of registration! Registration is on a first-come, first-served order.

CSUF SECONDARY EDUCATION PARTICIPATES IN THE CALIFORNIA INTERNSHIP TEACHER PREPARATION PROGRAM!

By: Ellen Kottler

Internship programs provide students with the opportunity to complete their teacher preparation coursework during with their first year or two of working in a paid teaching position for a public school district. Cal State Fullerton is an active participant along with other colleges, universities and school districts in the California Internship Teacher Preparation Program.

To qualify for an internship program, an individual must have passed the CBEST, met the subject matter competence requirement, and obtained character and identification clearance. The program provides teacher preparation coursework and an organized system of support from university and district faculty. Completion of an internship program results in the same credential as that earned through a traditional teacher preparation program.

According to the California Commission of Teacher Credentialing, "more than 20,000 teachers have received their teaching credentials through internship programs. For the 2004-2005 school year, 75 internship programs have pledged to prepare an additional 9,100 teachers."1

The Cal State Fullerton Single Subject Credential Program has participated in the California Internship Preparation Program since the fall of 2001. Since then 214 candidates obtained their first level credentials in Art, Business Education, English, Foreign Languages, Foundational Level Mathematics, Mathematics, Music, Physical Education, Life Science, Physical Science, Social Science and Theater.

A follow-up study was conducted to see how long Internship participants remain in the field of education. We are pleased to report that results indicate 98% of the candidates from 2003-2004 continue to be teachers; 89% from 2002-2003 are still teaching, and 81% from 2001-2002 are still in the classroom, too.

Students may apply to the Internship Program each semester. Contact Duane Clizbe, Director of Teacher Admissions, for up-to-date program information and CSUF application requirements.

Duane Clizbe
(714) 278-4582
dclizbe@fullerton.edu


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This fall semester CSUF piloted EDSC 460: The Teaching Performance Assessment. The Teaching Performance Assessment measures the degree to which teacher candidates meet the thirteen Teaching Performance Expectations (TPEs). The assessment is both formative and summative, and as the rubrics and benchmarks are made visible to the public, it is an open assessment that invites candidates to "see" what high quality responses look like.

During the first half of the semester 80 interns dove into TPA Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning with zeal. Within task 2, candidates completed five steps, which asked them to document ways in which they gather information about their students; list adaptations for two focus students; write out detailed lesson plans; reflect on how to factor characteristics of the students into classroom decisions; and give a detailed rationale for the professional decisions they make in their classroom. The second half of the course will guide students through the six steps of TPA Task 3: Classroom Assessment of Academic Learning Goals. These state-certified assessors will score the candidates’ various responses to both task 2 and task 3.

Why the TPA?

Senate Bill 2042, in part, drives the curriculum of teacher preparation programs. One of the requirements is that teacher preparation programs assess the degree to which teacher candidates have mastered the TPEs. The assessment used in teacher preparation programs must be state approved. The CA TPA is a state-approved assessment. Teacher preparation programs that fail to have a system in place that assesses their teacher candidates will lose their accreditation and, ultimately, their funding.

From TPA to Beginning Teacher Support and Assessment (BTSA)/Induction

CSUF graduates can expect to make a seamless transition from the world of the TPA to the world of BTSA/Induction. Whereas the TPA measures the thirteen Teaching Performance Expectations (TPEs), the six California Standards for the Teaching Profession (CSTPs) guide the work done in BTSA/Induction programs, which serve first- and second-year teachers. Quite deliberately, the language of the TPEs directly corresponds to the language of the CSTPs, making it easy for student teachers to access the ideas and concepts emphasized in BTSA/Induction.

To facilitate the transition from student teaching to the professional world even more, students in EDSC 460 prepare an Individual Induction Plan (IIP) that documents strengths, areas for growth, and professional growth goals. The results of the TPA inform the teachers’ IIPs. As the IIP is portable, once hired as a first-year teacher, may share the goals listed in their IIPs with future support providers working in the various state-wide BTSA/Induction program. The IIPs will inform the level and type of support the support provider will provide the first-year teacher.

BTSA/Induction programs must include a state-approved formative assessment component. The California Formative Assessment and Support System for Teachers (CFASST) is such an assessment and is used by widely in California. Teachers who complete the TPA will note similarities between the TPA and CFASST as both assessments require teachers to plan, teach, reflect on their practice, and apply the learnings from their reflections to future teaching. First- and second-year teachers will complete an IIP as they work through the 12 CFASST events.

Acronym Glossary:

TPA: Teaching Performance Expectation
TPE: Teaching Performance Expectation
CSTP: California Standards for the Teaching Profession
CFASST: California Formative Assessment and Support System for Teachers
BTSA: Beginning Teacher Support and Assessment
IIP: Individual Induction Plan

Have you tried the Citation Machine?

Citation Machine is a FREE interactive web tool designed to assist teachers and students in producing reference citations for crediting information from other people. You merely...

- Click they type of resource you wish to cite,
- Complete the Web form that appears with information from your resource, and
- Click Make Citations to generate standard MLA & APA citations.

The principal goal of this tool is to make the proper crediting of information property so easy that it becomes a habit, not a laborious task that we stop doing outside of school.

http://www.landmark-project.com/citation_machine/
The department of Secondary Education has made some revisions. Please make a note of the following course name changes:

EDSC 404 is now EDSC 304  EDSC 407 is now EDSC 307

Please check your Spring 2005 Schedule of Classes for registration information. If you need assistance, please contact Alma Gonzalez at agonzalez@fullerton.edu. Thank you!

**SPRING 2005 EXTERNS**

All Externs must attend Preorientation:
Wednesday, December 15, 2004
5:30-8:30 pm, University Pavilion

### EDSC 440F/S SPRING 2005 ENROLLMENT OPTIONS

<table>
<thead>
<tr>
<th>PDD Placement</th>
<th>440S</th>
<th>440F</th>
<th>PDD Coordinator</th>
<th>Seminar Location</th>
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<tbody>
<tr>
<td>Fullerton</td>
<td>Section 1 – 12325</td>
<td>Section 1 – 12321</td>
<td>J. Atkin <a href="mailto:jatkin@fullerton.edu">jatkin@fullerton.edu</a></td>
<td>FJUHSD</td>
</tr>
<tr>
<td>Anaheim</td>
<td>Section 2 – 12326</td>
<td>Section 2 – 12322</td>
<td>G. Cho <a href="mailto:gcho@fullerton.edu">gcho@fullerton.edu</a></td>
<td>AUHSD</td>
</tr>
<tr>
<td>Placentia/Yorba Linda/Orange and all South districts</td>
<td>Section 86 – 12327</td>
<td>Section 86 – 12323</td>
<td>D. Test <a href="mailto:dtest@fullerton.edu">dtest@fullerton.edu</a></td>
<td>El Toro Campus</td>
</tr>
<tr>
<td>All North/East/ West districts</td>
<td>Section 5 – 17072</td>
<td>Section 5 – 17071</td>
<td>D. Ambrosetti <a href="mailto:dam-brosetti@fullerton.edu">dam-brosetti@fullerton.edu</a></td>
<td>Fullerton Campus</td>
</tr>
<tr>
<td>Internship/ Professional Track</td>
<td>Section 4 – 12328</td>
<td>Section 4 – 12324</td>
<td>E. Kottler <a href="mailto:ekottler@fullerton.edu">ekottler@fullerton.edu</a></td>
<td>Fullerton Campus</td>
</tr>
</tbody>
</table>

**NOTES FROM THE CREDENTIAL PREPARATION CENTER**

AB 2210(Liu) was signed by Governor Schwarzenegger on Monday, August 30, 2004. This bill makes changes to the renewal options to earn a professional clear for holders of SB 2042 Preliminary multiple and single subject teaching credentials. The bill had an urgency clause which makes the provision of the bill effective the date it was signed. The bill also requires the Commission to adopt Title 5 Regulations regarding the changes in the bill. "Holders of SB 2042 preliminary credentials issued after August 30, 2004 will not be able to enroll in a Commission-approved fifth year without verification from the credential holder’s employer that induction is not available or the person needs to meet NCLB coursework requirements".

There are no changes to supplementary authorizations and the proposed target date for Introductory Subject Matter and Specific Subject Matter Authorizations-NCLB Compliant to become effective is January 2005. Regulations need to be approved by the Office of Administrative Law with final Coded Correspondence and leaflets to follow.

American Sign Language will be a new Single Subject authorization in the near future as it is an approved foreign language requirement for the CSU’s and UC’s.

Current emergency permits will not be issued or renewed after 7/1/06. Proposed documents to replace Emergency Permits are Short-Term Staff Permit(for acute staffing need), not to exceed one year and non-renewable, and Provisional Internship Permit(anticipated staffing need), not to exceed two years and issued in one year periods.

The Credential Preparation Center at California State University, Fullerton acts as the liaison between the California Commission on Teacher Credentialing and the credential applicant. The Credentials Office provides quality advisement, certification and services to all professional educators it serves.

**Mission**
The Credentials Office is committed to assure the quality of professional educators in California elementary and secondary schools.

**Values**
SERVICE (courtesy, professionalism, responsiveness)
KNOWLEDGE (most current information: most comprehensive)
EFFICIENCY (accuracy, timeliness)
APPEARANCE (office image)

**Guiding Principle**
The Credentials Office shall provide quality advisement and certification services to all professional educators.

**WE ARE HERE TO SERVE YOU!**
(714) 278-3205
http://hdcs.fullerton.edu/credentials/index.html

**Spring 2005 Student Teachers**
Remember to register for EDSC 460 Teaching Performance Assessment seminar (Section 19209, M, 4-6:45). YOU MUST PASS THIS CLASS TO RECEIVE YOUR CREDENTIAL!
HELPFUL RESOURCES FROM ADMISSION TO TEACHER EDUCATION

Fall 2004/Spring 2005 Calendar

November 15-19  Intersession registration
December 12    Last day of classes for fall 2004
January 3      First day of classes for intersession 2005
January 31     First day of classes for spring 2005
February 28    Deadline for credential program applications for fall 2005
May 22         Last day of classes for spring 2005

Websites which may be helpful:

General Credential Information
For Information Packet & Forms
For Credential Overview schedules
For CSU Graduate/Postbac Application
For CSUF Admissions
For Summer School (non-CSUF students)
For CSUF Class Schedule
For CSUF Course Catalog
For CSUF Adjunct (extended) Student Info.
For CSUF Financial Aid Info.
For CSUF Center for Careers in Teaching
For CSUF Faculty phone numbers
For CBEST Info.
For CSET or SSAT Info.
For PRAXIS II Info.
For California Teacher Credential Info.
For Orange County Dept. of Education
For all Government Info.

http://hdcs.fullerton.edu/education
http://hdcs.fullerton.edu/adtep/default.htm
http://hdcs.fullerton.edu/adtep/overviews.htm
http://www.csumentor.edu
http://www.fullerton.edu/admissions
http://www.summer.fullerton.edu
http://www.fullerton.edu/schedule
http://www.fullerton.edu/catalog
http://www.fullerton.edu/financialaid
http://www.fullerton.edu/cct
http://www.fullerton.edu/phonebook
http://www.cbest.nesinc.com
http://www.cset.nesinc.com
http://www.ets.org/praxis
http://www.ctc.ca.gov
http://www.ocde.k12.ca.us
http://www.govspot.com

Graduate Programs!

The Department of Secondary Education Graduate Programs

The MSE Concentration in Secondary Education is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas and research in secondary teaching, and prepare for curriculum leadership roles in public and private schools.

MSE Emphasis in Teacher Induction

The MSE Emphasis in Teacher Induction is a collaborative effort with local school districts and is designed for 7-12 grade teachers enrolled in a district Induction Program and working toward a California Professional Credential. This degree will provide training that advances the skills and knowledge of professional educators and allows them to meet professional certification.

SPRING 2005

MAED 530 Problem-Solving for Middle School Mathematics Teachers (R, 7-9:45) is designed to develop the mathematical and instructional knowledge and skills of 5-9 grade mathematics teachers. Class participants will be part of the PD-ROM Project (Professional Development Resources Online in Mathematics) and will receive a classroom set of student whiteboards. They will also make use of Intel online interactive tools such as Visual Ranking and Seeing Reason. The class will be taught by Dr. Victoria Costa. Students must be in the graduate program or at least the second semester of the credential program.

SUMMER 2005

EDSC 506 Graduate Studies in Secondary School Writing (TBD) Focus on current issues, theory, and practice regarding the teaching of writing in secondary schools (grades 7-12). Candidates will actively and continuously write as they learn about ways to foster the writing development of secondary school students. Class will be taught by Dr. Chris Street. Instructor approval is required. Only students who have applied to the MSE program will be allowed to take this course.

EDSC 550 Instructional Strategies (Online) is designed to develop the instructional skills of secondary classroom teachers. Participants will develop and peer-critique technology-enhanced units which utilize research-based instructional strategies. Textbooks will include Classroom Instruction That Works and Intel (R) Teach to the Future. Class will be taught by Dr. Victoria Costa. Students must be in the graduate program or at least the second semester of the credential program.

CONTINUE YOUR PROFESSIONAL DEVELOPMENT!