

2018-2019

Intern Teacher Program Handbook



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 **Yolo-Solano Center for Teacher Credentialing**

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Intern Teacher Handbook 18-19

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Welcome to the Yolo-Solano Center for Teacher Credentialing

Our Mission

The mission of the Yolo Solano Center for Teacher Credentialing is to prepare, support and sustain educators in an evolving educational environment through structured systems of support in order to prepare students for success in a global environment.

Induction:

- Our mission is to increase student achievement by improving the classroom instruction of beginning teachers as they participate in an induction program that ultimately results in a clear credential

Intern:

- Our mission is to increase student achievement by improving the classroom instruction of beginning teachers as they participate in an intern program that ultimately results in a preliminary credential

Core Learning Outcomes

At the Yolo Solano Center for Teacher Credentialing, Educators:

1. **Hold** a commitment to eliminating bias and inequity in education.
2. **Understand** and provide culturally relevant, rigorous, and innovative instruction to all students.
3. **Have** a firm grasp of research and data analysis and use data to inform current and future practice.
4. **Believe** in a growth mindset and use an asset based approach to educating all students.
5. **Are** reflective practitioners who deeply examine their teaching practice and engage in cycles of inquiry, collaboration, research and discourse.
6. **Seek** to continuously develop their teaching practice, participate in professional learning networks, and collaborate with colleagues.

About Yolo-Solano Center for Teacher Credentialing

The Yolo-Solano Center for Teacher Credentialing, started in 1998 and offers a commission approved Induction program and commission approved Intern program. Davis Joint Unified School District is our Local Educational Agency (LEA). The Yolo-Solano Center for Teacher Credentialing is a regional consortium comprised of ten (10) TK-12 educational institutions, a number of private and charter schools, and our University partners.

At the Yolo-Solano Center for Teacher Credentialing our Candidate Teachers and Mentors are always at the core of our program. All program decisions and resources are focused on providing an exemplary support and formative assessment system for teachers in alignment with state induction and intern program standards.

Overview of the Intern Teacher Program

As an Intern program, we are an alternative certification pathway for individuals interested in entering the teaching profession. As part of a consortium of local school districts, the Yolo-Solano Center for Teacher Credentialing Intern Program supports area school districts in addressing the teacher shortage in identified credential areas. Presently we offer an Intern Teacher Program for the Education Specialist (Mild/Moderate) and Education Specialist (Moderate/Severe). Our program will expand in subsequent years to offer Single Subject and Multiple Subject credentialing.

Our Intern Program provides intern teacher candidates with Commission accredited Pre-service coursework, year-long coursework, resources, credentialing services, and technical assistance -all aligned to the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). Intern teachers also receive various forms of support from course instructors, field supervisors, cohort peers, and on-site support providers.

The Intern Teacher Program will welcome in the first cohort of intern teacher candidates in the 2018-2019 school year. Intern teachers are employed in school districts as the teacher of record and attend courses during the year. Presently coursework will take place in person and will eventually occur in a blended format of in-person and online learning. Intern teachers will attend in-person courses at our new professional learning space, designed to reflect the 21st century classroom and outfitted with state of the art technology. Located in Davis, CA we are positioned centrally to many of our partner districts and very close to I-80. The combination of in-person and online courses provides intern teachers flexibility and accessibility with learning.

The Intern Teacher Program operates with a cohort model of up to 30 intern teachers per cohort. Intern teachers begin the program as a cohort. Cohorts remain together for the two-year duration of the program. It is strongly recommended that intern teacher complete the program with their cohort, as the cohort becomes a community that is an essential source of support. Interns may not change cohorts without thoughtful consideration and permission from the program director.

Why Intern? (Benefits of an Intern Program)

By participating in the Yolo-Solano Intern Teacher Program, Intern Teachers can:

- **Enter** immediately into the teaching profession
- **Meet** state requirements for earning a Preliminary Teaching Credential while serving as the teacher of record in a classroom
- **Engage** in relevant coursework and professional learning, designed to address the local context of their school district
- **Participate** in a community of learners through a cohort model
- **Receive** structured mentoring and support from an on-site support provider, course instructors, field supervisors, and cohort peers
- **Prepare** for completing the Teaching Performance Expectation Assessment (TPA)
- **Have** lower cost tuition and in some cases tuition support from their employing district

Our Intern Teacher Program may be a good fit for:

- A second-career professional looking to enter the education profession
- A para-educator, substitute teacher, tutor, or instructional aide with experience working in school settings
- A recent college graduate, interested in teaching in a content area that is presently under-staffed, such as Special Education
- Someone seeking an alternative pathway to teacher preparation

Districts also benefit from hiring intern teachers, as many interns live in the community, are professionals seeking a second career, para-educators, or recent university graduates. The Intern Teacher Program prepares individuals from within their own community to become teachers in the community. This is a benefit to districts as intern teachers are knowledgeable and familiar with the local context.

Districts interested in participating in the Yolo-Solano Center for Teacher Credentialing Intern program sign a Memorandum of Understanding (MOU). This MOU is to be signed and returned to the Yolo-Solano Center for Teacher Credentialing before the issuance of the prospective interns' certificate. Participating school districts are responsible for providing and matching a qualified veteran teacher/support provider with each intern to provide support and mentoring to interns in the Intern Program.

How to become a certified teacher through the Intern Program



Attend an Information Meeting to determine if you qualify for the Intern Program. See if the Intern Program is for you.



Complete Pre-Service coursework and other program requirements.



Apply and get an Intern teaching position



Turn in your application, tuition and necessary documents.

Let the Interning Begin !



Once you have completed the above steps, you are officially enrolled as an intern and will begin intern coursework with your cohort.

Next move? Begin the 2 year Intern Coursework and teach on!

Intern Program Requirements

In order to participate in the Yolo-Solano Center for Teacher Credentialing Intern Teacher Program, eligible intern teachers must meet the requirements listed below. These requirements are set by the Commission on Teacher Credentialing (CTC).

- Attend an Advisement Meeting to learn about the program, determine eligibility, and create an action plan. (Advisement occurs at the beginning of the Intern Program)
- Hold a Bachelor degree (official transcripts are required)
- Successfully pass a Basic Skills Requirement Test *-for most people, this will be the California Basic Educational Skills Test ([CBEST](#)).*
- Complete the Intern Program Pre-service coursework to be considered for a District Intern Credential. Preservice consists of a minimum 120 hours of coursework.
- Complete Subject Matter Competence *-for most people, this will be the California Subject Matter Examination for Teachers ([CSET](#)).*
- Complete the U.S. Constitution Requirement (exam or class). For more information [click here](#).
- Provide receipt of your [Certificate of Clearance](#) from CTC (fingerprinting).
- Provide verification of an offer of employment as “Teacher of Record” from a participating district. (Employment must be at least .5 FTE in the established credential area only and not as an aide, substitute).
- TB test required for employment

Please note: As of January 1, 2018, California Education Code Sections 44225 and 44259 were changed to allow a bachelor’s degree in education for candidates seeking the multiple subject credential (Chapter 123, Statutes of 2017). The new law did not change the prohibition of an education major for other credentials. Candidates seeking an Education Specialist who hold a **Professional Education degree as their primary Bachelor's degree are NOT eligible for the Intern Program as per CTC requirements.**

[Click Here](#) for more information on District Intern Credential Requirements from the CTC

Intern Program-at-a-Glance

Preservice

February-May (Spring Preservice)	<ul style="list-style-type: none"> ● Attend an Informational Meeting (<i>Advisement 1</i>) ● Apply to Yolo-Solano Center for Teacher Credentialing Intern Program for Pre-Service Coursework ● Attend an Enrollment/Advisement Meeting (<i>Advisement 2</i>) with Program Staff to determine eligibility and develop an action plan ● Hold a Bachelor degree (official transcript required) ● Pass Basic Skills Requirements Test (for most this will be the CBEST) ● Obtain a Certificate of Clearance from CTC
June-August (Summer Preservice)	
October January	<ul style="list-style-type: none"> ● Attend the Pre-Service Intern Teacher Orientation Meeting
February-May (Spring Preservice)	<ul style="list-style-type: none"> ● Complete Pre-service Coursework ● Pass the California Subject Exam for Teachers (CSET) ● Complete Mandated Requirements: US Constitutions and TB Test
June-August (Summer Preservice)	
February-Aug	<ul style="list-style-type: none"> ● Apply for and obtain a teaching position at a school within a participating district ● Complete all Pre-service requirements in order to be Intern Eligible ● Apply for your Intern Credential

Two-Year Intern Program

Sept-Dec	SEMESTER ONE: <ul style="list-style-type: none"> ● Begin employment as a full-time or part-time, paid teacher of record ● Attend Year 1 Intern Program Orientation Meeting (<i>Advisement 3</i>) ● Begin first semester of coursework ● Meet with Support Provider weekly ● Meet regularly with assigned Field Supervisor
Jan-May	SEMESTER TWO: <ul style="list-style-type: none"> ● Begin second semester of coursework ● Meet with Support Provider weekly ● Meet regularly with assigned Field Supervisor ● Successfully pass the Reading Instruction Competence Assessment (RICA)
June-Aug	SUMMER BREAK
Sept-Dec	SEMESTER THREE: <ul style="list-style-type: none"> ● Begin second year as a full-time or part-time, paid teacher of record ● Attend Year 2 Intern Program Orientation Meeting

	<ul style="list-style-type: none"> ● Begin third semester of coursework ● Meet with Support Provider weekly ● Meet regularly with assigned Field Supervisor
Jan-June	<p>SEMESTER FOUR:</p> <ul style="list-style-type: none"> ● Begin final semester of coursework ● Meet with Support Provider weekly ● Meet regularly with assigned Field Supervisor ● Successfully pass the Teaching Performance Assessment (TPA) (<i>Single Subject/Multiple Subject Credentials only</i>)

Note: Interns begin the program as a cohort. It is strongly recommended that Intern Teachers complete the program with their cohort, as the cohort is community that is an essential source of support.

Tuition and Financial Incentives

The cost of participating in an Intern Program is generally less than completing a credential program through a University. The Yolo-Solano Center for Teacher Credentialing Intern Program has two different fee structures: one for for tuition for partner districts/organizations and one for participating districts/organizations. **Our Partner Districts are: Davis Joint Unified, Esparto Unified, Washington Unified, Winters Joint Unified, Woodland Joint Unified, and Yolo County Office of Education.** An intern teacher employed in one of the partner districts pays a lower tuition rate than an intern teacher employed in participating districts. All other intern program fees are the same, regardless of which district an intern teacher is employed in.

Tuition

Yolo-Solano Center for Teacher Credentialing		
Tuition for Intern Program 17-18		
Item	Partner Districts	Participating Districts
Application & Enrollment Fees	300	300
<i>(\$50 pre-service ap/ \$50 intern program ap/ \$200 enrollment)</i>		
Pre-Service Coursework	1,275	1,275
Coursework for Year 1	4,500	6,500
Coursework for Year 2	4,500	6,500
Total cost per Intern:	\$10,400	\$14,400

Candidate fees: Semester refunds will not be issued after the first day of course attendance. If a candidate withdraws from the intern program, they are responsible for paying the semester tuition in full. Candidates are responsible for paying all tuition and fees on time and must be in good financial standing at the conclusion of year 1 to remain active and continue into year 2 of the scheduled intern credential program. Please refer to Tuition Payment schedule to see when tuition is due. Payment can be made electronically at: <https://yscenterpayments.myschoolcentral.com>

California Classified to Teacher Grant: The Yolo-Solano Center for Teacher Credentialing has been awarded a grant from the CTC that provides financial assistance for up to five years to eligible classified staff who wish to become teachers and have been accepted into the Grant Program. Grant funds can be used for intern program tuition, textbooks, and other related fees.

District Support: Intern Teacher Candidates are advised to check with the district they are employed in, as some districts may cover tuition and fees for the Intern Program. It is a district decision whether or not to cover tuition for Intern Teacher Candidates.

Fees

There are several additional fees related to specific aspects of the Intern Program:

Transcript Equivalency Request: Candidates may request that coursework completed at a College or University accredited institution beyond the baccalaureate degree be evaluated for transfer credit work. There is a \$20 fee to have official transcripts reviewed for transfer credit work. The transcript equivalency process may take up to 4 weeks, depending on the complexity of the request.

Missed Field Supervisor Meeting: During the Field Supervision course, candidates are expected to give their Field Supervisor at least one day notice if they will be absent from school. In the event that a Field Supervisor shows up to a scheduled meeting or observation and the candidate is not in attendance or has not given adequate notice, the candidate will be charged a \$110 fee per each missed visit.

Textbooks/Materials: Candidates are responsible for purchasing all required textbooks and materials for courses.

Transcript Equivalencies

Coursework completed at a College or University accredited institution beyond the baccalaureate degree is eligible to be evaluated for transfer credit work. There is a fee of \$20 to have transcripts reviewed with the following restrictions:

1. Only 8 units or less can be transferred.
2. Only courses completed within the last 7 years will be considered.
3. Only courses that qualify for graduate credit by the institution can be transferred.
4. Only courses in which a grade of C or better can be transferred.

It is the responsibility of the candidate to supply official transcripts, course descriptions from course catalogs, and any other requested supporting documentation along with the [Equivalency Request form](#) to the YSCTC office at least 2 weeks prior to the start of coursework. The transcript equivalency process may take up to 4 weeks, depending on the complexity of the request.

Video Recording

Candidates must be employed in a district that permits video capture to be used for reflection, TPA completion, and RICA completion. Candidates are advised to thoroughly read and understand their district's acceptable media use policy and ensure that media permission slips have been filled out for each student prior to video recording lessons or students. Candidates are advised to not video record any lessons or students for which they do not have media permission slips form.

Coursework

The Yolo-Solano Center for Teacher Credentialing hires instructors to deliver instruction and monitor candidate's academic progress.

The coursework for the Intern program involves a number of classes, each designed for two related purposes: to address a specific dimension of the teaching profession and to meet CCTC standards for credentialing programs. Intern coursework focuses on pedagogy and application to the teaching context for Education Specialists.

Candidates are required to come prepared for class each night with a laptop or tablet to access course material on Canvas (our Learning Management System). The program is not responsible for lost, stolen, or damaged electronic devices. Candidates may continue to access course content in Canvas for 2 years after the conclusion of coursework.

Candidates must successfully complete courses and demonstrate growth towards meeting the Teaching Performance Expectations (TPEs) as well as all other requirements of the California Commission on Teaching Credentialing (CCTC) to be recommended for the appropriate credential.

Pre-Service Course Descriptions

EDU 100 Pre-Service Classroom Management and Environment (1.0 Units)

Course Description

In this course, candidates will be introduced to a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students. Candidates will learn how to create a positive climate for learning in all educational settings. They will be able to establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates will learn how to build a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving. Candidates will learn how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students' IEP/IFSP/transition plans and school discipline policies. They will learn strategies in establishing rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. (Aligns to SPED TPE: 11, MS/ SS TPE: 2, 6)

EDU 110 Pre-Service Reading and Language Arts (1.0 Units)

Course Description

In this course, candidates will gain an introduction to the California English Language Arts Common Core State Standards and California English Language Arts Framework. Candidates will be given instruction in how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. Candidates will be given instructional tools to create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate language arts. Candidates will be given instruction in methods to design age-appropriate instruction based on their students' academic needs as determined by their present levels of performance. Candidates will receive the teaching skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates will also receive teaching skills to help students produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. (Aligns to SPED TPE: 1, 1A, 1B and MS/SS TPE: 1, 3, 4)

EDU 111 Teachers as Learners (.5 Units)

Course Description

In this "book end" course, candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English Language Learners. Candidates are introduced to the California Teaching Performance Expectations (TPE's), which provide the guide for teacher expectations. Candidates examine the professional, legal, and ethical obligations of being an

educator. (Aligns to SPED TPE: 7, 11, 12 and MS/SS TPE: 1, 6)

EDU 115 Pre-Service Best Practices as an Educational Specialist (1.0 Units)

Course Description

In this course, candidates will be given an understanding of patterns of typical and atypical child and adolescent development, and the learning needs of students with disabilities, to plan instruction for their students. They will learn how to use formal and informal methods, be able to assess students' present levels of performance in academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Candidates will gain knowledge that through interpersonal interactions with students and families, candidates can learn about students' abilities, ideas, interests and aspirations. Candidates will become knowledgeable about students' community contexts and socio-economic, cultural and language backgrounds. They will understand how multiple factors including student health and multiple disabilities can influence student's ability to learn. Candidates will utilize assessments and participate in development of IEP/IFSP/transition team decisions. Candidates will learn skills on how to encourage parents to collaborate in the development of IEP/IFSP/transition goals. Candidates will also understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities. Candidates will become aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans. (Aligns to SPED TPE: 1, 6 and MS/SS TPE: 1,4,5,6)

EDU 120 Pre-Service Human Development and Typical/Atypical Behaviors (1.0 Units)

Course Description

In this course, candidates will learn the principles of Human Development and how to demonstrate the ability to set student expectations based on their knowledge of Typical and Atypical Development. Candidates will develop and implement positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting. Candidates will learn the skills to facilitate appropriate transitions for students based on individual needs including considers of self-efficacy and self- determination between academic levels in programs. Candidates will also learn how to demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports.(Aligns to SPED TPE: 6A, 6B, 6C, 8 and MS/SS TPE: 4, 5, 6)

EDU 125 Pre-Service English Language Learners (1.0 Units)

Course Description

In this course, candidates will know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. Candidates will be instructed on assessment techniques that allow them to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates will gain knowledge in specialized instructional methods for English Language Development for students with disabilities. Candidates will apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They will become familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. Candidates will learn the various types of instructional program

that addresses the California English Language Development Standards facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers. Candidates will be given the tools to draw upon information about students' backgrounds and prior learning, including students' assessed levels of English proficiency and literacy, and native language, to provide instruction differentiated to students' language abilities. Candidates will know and be able to apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They will use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate curriculum content comprehensible to English learners. (Aligns to SPED TPE: 1, 7 and MS/SS TPE: 1, 3, 4, 5)

EDU 130 Pre-Service Technology for the Classroom (1.0 Units)

Course Description

In this course, candidates will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. Candidates will use technological resources that will make content accessible, assess students, increase student engagement and aide in planning effective instruction. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the introduction level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with CA state adopted standards in K-12, English Language Acquisition, and Special Education classrooms. (Aligns to SPED TPE: 2, 4, 5, 9 and MS/SS TPE: 1, 3, 4, 5)

EDU 135 Pre-Service Cognitive Science and Teaching (1.0 Units)

Course Description

In this course, candidates will have the opportunity to deepen their understanding of the learning and thinking process. Candidates will be introduced to the research based cognitive principles and their practical application in the classroom. Candidates will explore the following topics: 1) how students understand new ideas, 2) how students learn and retain new information, 3) how students solve problems, 4) how learning is transferred to new situations in or out of the classroom, 5) what motivates students to learn, and 6) the common misconceptions about how students think and learn. Candidates will gain the knowledge in cognitive science that allows them to effectively assess, plan, and deliver effective instruction to students with special needs, English Language Learners, and all other students. (Aligns to SPED TPE: 1, 2, 4, 5, 6, 7 and MS/SS TPE: 1, 5, 6)

EDU 140 Pre-Service Curriculum, Instruction and Assessment (1.0 Units)

Course Description

Candidates are introduced to instructional planning, teaching, assessing, and analyzing student work to guide instruction. Candidates will learn the purposeful use ongoing multiple and differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates learn and practice developing the elements of effective lesson design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic Content Standards and CA Frameworks, such as the English Language Arts and English Language Development Framework. Candidates will learn how to utilize the principles of Universal Design for Learning (UDL) at grade levels, and in service delivery models, of their credential assignment. Candidates will gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics. Candidates will understand Issues of diversity and

teaching English Learners and students with special needs are addressed as they relate to curriculum planning, instruction, and assessment practices. Candidates will receive instruction on delivering a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). (Aligns to SPED TPE: 1, 2, 3, 4, 5, 6, 7, and 10 and MS/SS TPE: 1, 3, 4, 5)

Intern Program Year 1 and 2 Course Descriptions

SPED 200 Educational Specialists in the Classroom Year 1 Semester 1 (5.0 units)

Course Description

In this course, candidates will receive differentiated instruction that supports their successful first year and first semester as an Educational Specialist in the K-12 Special Education environment. Candidates will receive instruction and skills in designing curriculum and instruction for students with Mild/Moderate/Severe disabilities, effective assessment of learning and teaching, the principles of atypical and typical development, special education law, and in developing and facilitating IEP's and transitions. Candidates will focus on developing instruction using instructional strategies that open access to the curriculum and use Universal Design for Learning (UDL) and intervention strategies that meet the needs of all students. Candidates will learn how to use a variety of non-biased standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Assessments will be examined in order to make educational and programming decisions for students. Candidates will be provided with the legal and ethical responsibilities for serving students with disabilities in California. Candidates will also learn the legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) in order to write plans for both. Candidates will examine and write Individual Transition Plans and examine Behavior Plans. Candidates will be able to fully participate in a student's IEP and complete a legally sound IEP with an understanding of the legal basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. (Aligns to TPE: 1, 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

SPED 210 Educational Specialists in the Classroom Year 1 Semester 2 (5.0 units)

Course Description

In this course, candidates will receive differentiated instruction that supports their successful first year and second semester as an Educational Specialist in the K-12 Special Education environment. Candidates will receive instruction and skills in beginning reading curriculum and development, math curriculum and instruction, positive behavior management, communication and behavior of Autism Spectrum Disorders, programming strategies for students with Autism, and developing IEP's and transitions. This course provides candidates with a comprehensive, research-based curriculum addressing the foundational, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to the full range of learners. Candidates are provided explicit instruction in beginning reading skills, phonemic awareness, phonics, word analysis, fluency, vocabulary development, and reading comprehension with a variety of strategies, instructional approaches and assessment procedures. Candidates will also learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Candidates will be given specific strategies for creating and maintaining a positive and supportive learning environment for students with mild/moderate and Mild/Moderate/Severe

disabilities. Candidates will learn how to develop effective Classroom Management Plans and Behavioral Support Plans, individualized to meet each student's needs. Candidates will receive instruction and strategies on students with Autism Spectrum Disorder (ASD) who manifest atypical development of language, socialization, and sensory processing, resulting in significant communication and behavioral differences. Candidates will also be given research-based approaches to teaching students with Autism, as well as, effective strategies currently approved and used in practice. Candidates will continue to learn the legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) in order to write plans for both. Candidates will continue to examine and write Individual Transition Plans and examine Behavior Plans. Candidates will be able to fully participate in a student's IEP and complete a legally sound IEP with an understanding of the legal basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. (Aligns to TPE: 1, 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

SPED 215 Educational Specialists in the Classroom Year 2 Semester 1 (5.0 units)

Course Description

In this course, candidates will receive differentiated instruction that supports their successful second year and first semester as an Educational Specialists in the K-12 Special Education environment. Candidates will receive instruction and skills in curriculum and instruction for students with Mild-Mild/Moderate/Severe disabilities, writing language arts curriculum and instruction, utilizing instructional strategies for English Language Learners, building academic language, teaching culturally and linguistically diverse students, meeting the needs of diverse learners with disabilities and students with Autism Spectrum Disorders, and develop collaboration skills to effectively develop IEP's and transitions. Candidates will focus on developing instructional strategies for teaching integrated lessons in the areas of history/social studies, science, and art for all students. Candidates will focus on theoretical and practical aspects of teaching reading, writing, speaking, and listening to all students. A variety of strategies, instructional approaches and assessment procedures will be emphasized to ensure the candidate's ability to develop, deliver, integrate, and regularly assess student progress in a reading and writing program. Candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English Learners. Candidates will also learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners. Candidates will develop an understanding of how proficiency in academic language is related to achievement in reading, writing, speaking, and listening for a full range of learners. Candidates will be introduced to the common characteristics, varying abilities, and disabilities of a diverse student population and candidates will examine communication development and discuss intervention strategies for both primary and second language learners. Candidates will continue their study of Autism Spectrum Disorders (ASD) and teaching strategies. Candidates will gain basic communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming, particularly in a special education setting. Candidates will continue to learn the legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) in order to write plans for both. Candidates will continue to examine and write Individual Transition Plans and examine Behavior Plans. Candidates will be able to fully participate in a student's IEP and complete a legally sound IEP with an understanding of the legal basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. (Aligns to TPE: 1, 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

SPED 220 Educational Specialists in the Classroom Year 2 Semester 2 (5.0 units)

Course Description

In this course, candidates will receive differentiated instruction that supports their successful second year and second semester as an Educational Specialist in the K-12 Special Education environment. Candidates will receive instruction in the history and philosophy of special education, given skills in meeting the diverse learners with disabilities, develop positive behavior management skills, study specialized health/movement/mobility and sensory developments, skills in advanced technology in the classroom, develop as a professional educator, and in developing IEP's and transitions. Candidates will review the history of education, including early childhood education and the philosophies adopted as a basis for subsequent models for schooling in the United States. Candidates will examine the Individuals with Disabilities Education Improvement Act of 2004 and Section 504. Professional, legal, and ethical obligations of teaching are examined. Candidates will develop an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with mild to moderate and severe settings. Candidates will be introduced to various advanced technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom designed to meet the advanced level of technology mastery in accordance with the California Standards of the Teaching Profession. Candidates will study and receive skills in how to continue to develop as professional educators beyond their credentialing program. Candidates will also continue to learn the legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) in order to write plans for both. Candidates will continue to examine and write Individual Transition Plans and examine Behavior Plans. Candidates will be able to fully participate in a student's IEP and complete a legally sound IEP with an understanding of the legal basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. (Aligns to TPE: 1, 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

SPED 230, 231, 232, 233 Field Supervision and Support (2.5 units per semester)

Course Description

Candidates will work with a Field Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Continuum of Teaching Practice (CTP), that is aligned to both the Teacher Performance Expectations and California Standards for the Teaching Profession. Candidates will receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. Field Supervisors facilitate this course based on each candidate's developmental level and needs. (TPE 12, 13)

- SPED 230 (Year 1 Semester 1)
- SPED 231 (Year 1 Semester 2)
- SPED 232 (Year 2 Semester 1)
- SPED 233 (Year 2 Semester 2)

Intern Program Course and Module Sequence

Category	Education Specialist: mild/mod		Education Specialist: mod/severe	
	Course No.	Title	Course No.	Title
Pre-Service Courses	EDU 100	Pre-Service Classroom Management and Environment	EDU 100	Pre-Service Classroom Management and Environment
	EDU 110	Pre-Service Reading and Language Arts	EDU 110	Pre-Service Reading and Language Arts
	EDU 111	Pre-Service Teachers as Learners	EDU 111	Pre-Service Teachers as Learners
	EDU 115	Pre-Service Best Practices as an Educational Specialist	EDU 115	Pre-Service Best Practices as an Educational Specialist
	EDU 120	Pre-Service Human Development and Typical/Atypical Behaviors	EDU 120	Pre-Service Human Development and Typical/Atypical Behaviors
	EDU 125	Pre-Service English Language Learners	EDU 125	Pre-Service English Language Learners
	EDU 130	Pre-Service Technology for the Classroom	EDU 130	Pre-Service Technology for the Classroom
	EDU 135	Pre-Service Cognitive Science and Teaching	EDU 135	Pre-Service Cognitive Science and Teaching
	EDU 140	Pre-Service Curriculum, Instruction and Assessment	EDU 140	Pre-Service Curriculum, Instruction and Assessment

Intern Courses	Education Specialist: mild/mod		Education Specialist: mod/severe	
	Course No.	Course Name & Modules within Course	Course No.	Course Name & Modules within Course
	SPED 200	Education Specialist in the Classroom Year 1, Semester 1	SPED 200	Education Specialist in the Classroom Year 1, Semester 1

	Module	Curriculum & Instruction for Students with Mild/Moderate (3 Sessions)		
			Module	Curriculum & Instruction for Students with Moderate/Severe Disabilities (3 Sessions)
	Module	Assessment of Teaching and Learning (3 Sessions)	Module	Assessment of Teaching and Learning (3 Sessions)
	Module	Typical & Atypical Development (3 Sessions)	Module	Typical & Atypical Development (3 Sessions)
	Module	Special Education Law (2 Sessions)	Module	Special Education Law (2 Sessions)
	Module	Assessment and Intervention (3 Sessions)	Module	Assessment and Intervention (3 Sessions)
	Module	IEP's & Transitions (1 Session)	Module	IEP's & Transitions (1 Session)
	SPED 210	Educational Specialists in the Classroom Year 1 Semester 2	SPED 210	Educational Specialists in the Classroom Year 1 Semester 2
	Module	Beginning Reading Curriculum and Development (4 Sessions)	Module	Beginning Reading Curriculum and Development (4 Sessions)
	Module	Math Curriculum and Instruction (3 Sessions)	Module	Math Curriculum and Instruction (3 Sessions)
	Module	Positive Behavior Management (3 Sessions)	Module	Positive Behavior Management (3 Sessions)
	Module	Communication and Behavior for Autism Spectrum Disorders; Programming Strategies for Students with Autism (3 Sessions)	Module	Communication and Behavior for Autism Spectrum Disorders; Programming Strategies for Students with Autism (3 Sessions)
	Module	IEP's and Transitions (2 Sessions)	Module	IEP's and Transitions (2 Sessions)

	SPED 215	Educational Specialists in the Classroom Year 2 Semester 1 (5.0 units)	SPED 215	Educational Specialists in the Classroom Year 2 Semester 1 (5.0 units)
	Module	Curriculum and Instruction for Students with Mild/Moderate/ Disabilities (4 Sessions)		
			Module	Curriculum and Instruction for Students with Moderate/Severe Disabilities (4 Sessions)
	Module	Writing Language Arts Curriculum and Instruction (2 Sessions)	Module	Writing Language Arts Curriculum and Instruction (2 Sessions)
	Module	Instruction Strategies for English Learners (2 Sessions)	Module	Instruction Strategies for English Learners (2 Sessions)
	Module	Building Academic Language (2 Sessions)	Module	Building Academic Language (2 Sessions)
	Module	Teaching Culturally and Linguistically Diverse Students (2 Sessions)	Module	Teaching Culturally and Linguistically Diverse Students (2 Sessions)
	Module	Autism Spectrum Disorders(1 Session)	Module	Autism Spectrum Disorders(1 Session)
	Module	Collaboration Skills (1 Session)	Module	Collaboration Skills (1 Session)
	Module	IEP's and Transitions (1 Session)	Module	IEP's and Transitions (1 Session)
	SPED 220	Educational Specialists in the Classroom Year 2 Semester 2 (5.0 units)	SPED 220	Educational Specialists in the Classroom Year 2 Semester 2 (5.0 units)
	Module	History & Philosophy of Special Education (2 Sessions)	Module	History & Philosophy of Special Education (2 Sessions)
	Module	Diverse Learners with Disabilities (3 Sessions)	Module	Diverse Learners with Disabilities (3 Sessions)
	Module	Positive Behavior Management (2 Sessions)	Module	Positive Behavior Management (2 Sessions)

	Module	Specialized Health, Movement, Mobility & Sensory Developments (3 Sessions)	Module	Specialized Health, Movement, Mobility & Sensory Developments (3 Sessions)
	Module	Advanced Technology in the Classroom (3 Sessions)	Module	Advanced Technology in the Classroom (3 Sessions)
	Module	Developing as a Professional Educator (1 Session)	Module	Developing as a Professional Educator (1 Session)
	Module	IEP's and Transitions (1 Session)	Module	IEP's and Transitions (1 Session)
	SPED 230	Field Supervision and Support Year 1 Semester 1	SPED 230	Field Supervision and Support Year 1 Semester 1
	SPED 231	Field Supervision and Support Year 1 Semester 2	SPED 231	Field Supervision and Support Year 1 Semester 2
	SPED 232	Field Supervision and Support Year 2 Semester 1	SPED 232	Field Supervision and Support Year 2 Semester 1
	SPED 233	Field Supervision and Support Year 2 Semester 2	SPED 233	Field Supervision and Support Year 2 Semester 2

Grade and Performance Requirements

All courses are expected to be completed at mastery level. Mastery in Preservice and Intern coursework is determined to be a grade of “C” or better. Course instructors are solely responsible for the determination of course grades. If a candidate disagrees with the grade, they must follow the Grade Challenge process and timeline outlined in the Grades Policy.

Grade A	Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.
Grade B:	Good knowledge and application of course content; assignments reflect professionalism, effort and application of course requirements.
Grade C:	Satisfactory knowledge and application of course content; assignments not typically reflective of graduate level expectations.
Grade C-	Pre-Service courses must be retaken and results in students’ placement on Academic Probation for all grades of C-or below.

Grades Policy

If a candidate disagrees with a course grade or TPA score, they should, within 20 calendar days of receipt of the grade or TPA assessment, meet with the course instructor or TPA Coordinator to discuss the disagreement. If the issue is not successfully resolved as a result of that meeting, the candidate should meet with the Director to mediate the situation. If the issue is still not successfully resolved, the candidate may file a written [Request for Reconsideration](#), which should clearly describe the nature of the disagreement and resolution sought. The *Request for Reconsideration* must be filed with the Director within 10 days following the meeting with the course instructor. The Director will provide a copy of the *Request for Reconsideration* to the course instructor for response. The Director will convene an Academic Review Committee (ARC) for review of all documents and the ARC will make a decision within 30 days or prior to the next time the course is offered, whichever is sooner. **The decision of the Academic Review Committee is final and binding on all parties.**

Intern Program Withdrawal

Withdrawing from an Intern position and the YSCTC Education Specialist Intern Program requires notification to the California Commission on Teacher Credentialing. The Commission will document the expiration of the Intern credential.

If a candidate withdraws from the intern program, they are responsible for paying the semester tuition in full.

Any application for re-enrollment in the YSCTC Education Specialist Intern Program will require review by the YSCTC Program Administrators. The candidate must be in good financial and academic standing to re-enroll. If accepted for re-enrollment in the YSCTC Education Specialist Intern Program, any new application processes, program requirements and fees will apply.

Intern Program Dismissal

The following criteria will be applied to candidates who are not making sufficient progress in completing the program (coursework and examinations), supervision, employment, maintaining good financial standing, and/or adhering to the professional code of conduct requirements. A decision by the Academic Review Committee regarding a candidate's dismissal from the Intern Program is dependent upon the following criteria:

Intern Program

A candidate who does not complete the required coursework and/or examinations (e.g. RICA) in four semesters is required to take a 5th or 6th semester of supervision while they work to complete the program requirements. The additional semester(s) results in added tuition. A candidate is placed on academic probation if they fail a course/module (C-or below) and may be dismissed if they fail 3 or more courses/module prior to completing their program for a preliminary teaching credential as determined by the Academic Review Committee. Candidates are expected to maintain a minimum overall grade point average (GPA) of 3.0. If at any time a candidate falls below that expectation they will be placed on academic probation. Note: Field Supervision is considered a course. Failure to complete a semester of supervision due to dismissal by employer results in a Fail for the course.

Field Supervision for Interns

Intern candidates are dismissed if they fail **any** two semesters of Field Supervision. Intern candidates will not exceed a total of 6 semesters of supervision. All candidates must pass the final two consecutive semesters of supervision. All added semesters of supervision result in added tuition.

Attendance

Students are expected to attend all classes. If an absence is unavoidable (illness, Back-to-School Night, family emergency, etc.) the student is expected to communicate directly with the instructor in advance. If students miss class for any reason, the burden is on the students to make up the work. Instructors will provide any learning materials and remind the students of assignments due. It is not the instructor's responsibility to make up the instructional time with the student in the form of a personal tutorial or lecture. Students who missed class should obtain class information from the other students who were present during class. Students missing more than one class, arriving more than 15 minutes late or leaving early more than once may be required to repeat courses. Each instructor includes the attendance/tardy policy in the course syllabus. It is the candidate's responsibility to understand and adhere to this policy. Chronic absences and tardies will affect course grades and successful course completion. **Pre-Service and Intern coursework are graduate level education courses. As such, children, family members, pets, and guests may not attend.**

Textbooks

Candidates are responsible for providing textbooks as requested by each course instructor.

Ethical and Professional Standards

Candidates are expected to follow the Yolo-Solano Center for Teacher Credentialing student norms, the California Commission on Teacher Credentialing (CCTC) professional and ethical standards in all coursework and fieldwork, as well as those identified in the National Education Association (NEA) [Code of Ethics of the Education Profession](#).

Professional Dispositions

1. Demonstrates openness to critical assessment of progress.
2. Believes that all students can learn. Candidates seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Values diversity and advocates for social justice: "Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social culture background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student.
4. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrates initiative and reliability in successfully completing the program requirements, including coursework, fieldwork, lesson planning, instruction, and daily classroom routines (as appropriate to program).
6. Makes satisfactory progress in meeting requirements.
7. Reflects and self-assesses to improve practice.
8. Collaborates effectively.
9. Handles confidential information professionally. A candidate shall not disclose information about students or faculty obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A candidate shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintains an appropriate professional appearance.
11. Candidates and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from the behavior that is disruptive, offensive or reflects bias of any kind.

Effective Communication

1. Communicates effectively, orally and in writing, in college, public school, and educational community related contexts with professionals and colleagues.
2. Addresses colleagues, faculty and staff, and school site personnel in a professional and positive manner. Violence, threats of violence, intimidation, stalking, and similar behaviors towards K-12 students, college students, faculty, and/or YSCTC employees on the part of candidates shall lead to immediate dismissal from the program.
3. Deals effectively and professionally with disagreements.

Punctuality, Late Assignments, Preparedness

1. Meets deadlines for assignments.
2. Notifies supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
3. Attends courses regularly and punctually.

Academic Integrity

1. *Plagiarism* - For the purposes of YSCTC, the definition of plagiarism is adopted from the American Psychological Association Ethics Code Standard 8.11 (APA, 2010). Students who "...present the work of another as if it were their own work are guilty of plagiarism. Whether paraphrasing, quoting an author directly, or describing an idea that influenced the

work, students must credit the source.” (p. 170).

- All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism.
 - If faculty or staff allege that a student is guilty of plagiarism they may receive a range of penalties, including failure of an assignment, failure of the course, suspension (e.g. for a semester), or dismissal from YSCTC as determined by the Academic Review Committee. The Academic Review Committee will decide on the appropriate penalty. In all cases, the faculty will have final say regarding the violator’s final grade for the course. Prior violation/s of policy by the student may result in more serious sanctioning than requested by faculty, including dismissal from the program, as determined by the Academic Review Committee. In these cases, the decision of the Academic Review Committee is final and binding on all parties. *More information on avoiding plagiarism can be found at www.plagiarism.org and in the APA 6th Edition Guidebook.*
2. *Examinations and Quizzes* - Candidates may not give, receive, or use unauthorized assistance during an examination, from another person’s notes or other communication.
 3. *Coursework* – Candidates may not present the same work for credit in more than one course. Candidates must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

Appropriate dress and conduct

It is advised that candidates dress in a way that reflects the role of the teacher that is congruent with the attire and geographical location of the school district, and model appropriate behavior for students, colleagues, and the teaching profession.

Uniform Complaints

The Yolo-Solano Center for Teacher Credentialing is part of the Davis Joint Unified School District and the [policies and procedures](#) of DJUSD are followed. If any candidate perceives an issue to be interfering with their success in Pre-Service or in the Intern Program, the candidate should work directly with the course instructor to resolve the issue. If the issue cannot be resolved at this informal level, a formal complaint may be filed with the Student Services Department at the District Office. More information can be found [here](#).

Media Candidate Testimony Release

The Yolo-Solano Center for Teacher Credentialing may use a candidate’s name, photograph, brief biographical information and testimonial in connection with publicizing and promoting the Intern Program. Candidates will be asked to sign a media release form to authorize and grant the Yolo-Solano Center for Teacher Credentialing, its representatives and employees the right to use their name, photograph, brief biographical information and the testimonial in various marketing initiatives. Candidates understand that this information may be used in various mediums for such purposes as publicity, illustration, advertising and Web content. Candidates may opt in/opt out of the Media Testimony Release.

CPR Certification

The California Commission on Teacher Credentialing (CCTC) requires that all students applying for a Preliminary Credential demonstrate they have infant, child, and adult CPR certification which meets the criteria of the American Heart Association or the American Red Cross.

Health and Safety

The DJUSD Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code [104420](#); Labor Code [6404.5](#); 20 USC [6083](#)). This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity, or athletic event held on or off district property.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code [104495](#))

The Board of Education believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The logo for Enter Center Teach is centered on an orange background. The text "Enter Center Teach" is written in a bold, dark blue font. The word "Enter" is followed by a small circular icon with a white center and a dark blue ring. The word "Center" is followed by a similar circular icon. The word "Teach" is the final word in the logo. The entire logo is enclosed in a thin white rectangular border.

Staff

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The logo for Enter Center Teach is centered on an orange background. The text "Enter Center Teach" is in a bold, dark blue font. The word "Enter" is followed by a small circular icon with a sunburst pattern, then "Center", another similar icon, and finally "Teach". The entire logo is enclosed in a thin white rectangular border.

Enter Center Teach