# 2018-2019

## Pre-Service Guide

**YOLO-SOLANO**
**Center**
**FOR TEACHER CREDENTIALING**

### yscenterforteaching.org

**f**  **Yolo-Solano Center for Teacher Credentialing**

**🐦**  **@YSCenter4Teach**

**DJUSD**
**DAVIS JOINT UNIFIED**
**SCHOOL DISTRICT**

# Pre-Service Guide 2018-19

# Table of Contents

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*      *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*

1

# 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 inequality 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.

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*          2

## 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.

## About our Intern Program

Our Intern Teacher Program is accredited by the California Commission on Teacher Credentialing (CCTC). We presently offer an Intern Teacher Program for the Education Specialist Mild/Moderate and Moderate/Severe credential areas and will welcome the first cohort in September 2018.  Our intern program will expand in subsequent years to offer Single Subject and Multiple Subject credentialing.

## About our Pre-Service

Pre-Service is one requirement that must be met for admission into our upcoming Intern program, designed to prepare eligible candidates to be teachers of record.  Our Spring Pre-Service runs from February to June  and Summer Pre-Service runs from June  to August.  It is a rigorous program that candidates must successfully complete to be recommended to intern.

 *Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*

*Portions of attendance policy adapted with permission from UC Berkeley*                                              3

## Tuition and Payment Options

A non-refundable application fee of $50 and $200 enrollment fee is due with the Pre-Service application to be enrolled in the Pre-Service Program.  The application fee and program tuition apply to the coursework for the cohort enrolled in only.  If a candidate is unable to complete the Pre-Service program as scheduled, the candidate is still responsible for the full program tuition.

Candidates who are unable to complete the pre-service program as enrolled, and must re-enroll in future cohorts to complete courses will be admitted if in good financial standing (previous program tuition paid in full).  The tuition for outstanding coursework will be $150 per course or the current program tuition, whichever is less.

Candidates may be charged late fees and/or unenrolled from coursework if they are not in good financial standing

Tuition for Pre-Service is $1275 and must be paid in full prior to the completion of the Pre-Service program. Tuition may be paid in installments by selecting one of the following payment options:

| Payment Options | Amount Due | Due Date |
| --- | --- | --- |
| Pay full tuition | $1275 | February 4th |
| Pay 2 partial payments | $640<br>$635 | February 4th<br>April 1st |

If you would like to pay with a credit card please go to yscenterpayments.myschoolcentral.com to make your payment. You can also access this site through our webpage yscenterforteaching.com.

If you would like to pay with a check, please make checks payable to: Davis Joint Unified School District (DJUSD) and deliver to:

**The Yolo Solano Center for Teacher Credentialing**
**4632 2nd Street, Suite 120  Davis, CA 95618**

## Coursework

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

The coursework for Pre-Service 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.  Pre-Service coursework focuses on pedagogy and application to the teaching context for Education Specialists and Multiple Subject/Single Subject Candidates.

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

 *Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*                                            4

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 coursework will prepare candidates to apply to the Intern program at the Yolo-Solano Center for Teacher Credentialing.  Pre-Service coursework is valid for 3 years.  If a candidate applies to the YSCTC Intern Program after 3 years, they will be required to re-take and successfully pass our Pre-Service coursework in order to enroll in the Intern program.  Additionally, if a candidate chooses to apply to an Intern Program with another institution, the candidate understands that the other institution will determine whether or not to accept YSCTC Pre-Service coursework.  Candidates also understand they will be required to meet the program requirements of that institution, which may involve completing additional coursework to meet their Pre-Service requirements. Candidates that successfully complete Pre-Service with

## Articulation Agreements

The Yolo Solano Center for Teacher Credentialing has articulation agreements in place with Placer County Office of Education and Sacramento County Office of Education.  These Articulation Agreements establish a partnership between the Yolo Solano Center for Teacher Credentialing (YSCTC) and the Placer County Office of Education (PCOE) and between YSCTC and the Sacramento County Office of Education. The purpose of these Agreements are to guide, direct, and provide educational opportunities for YSCTC and PCOE/SCOE students respectively.  Students admitted to either Mild/Moderate Intern Program at PCOE or the  Intern Program at SCOE are eligible to receive transfer credits for pre-service coursework from either program, provided the student has taken and successfully passed the entire pre-service coursework.

## Pre-Service Coursework Descriptions and Schedule

### EDU 100 Pre-Service Classroom Management and Environment
<u>Course Description</u>
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 and MS/SS TPE: 2,6 )

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*                                                    5

## EDU 110-Pre-Service Reading and Language Arts

**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

**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 TPEs: 7, 11, 12 and MS/SS TPEs: 1, 6)

## EDU 115: Pre-Service Best Practices as an Educational Specialist

**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 )

 *Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*

*Portions of attendance policy adapted with permission from UC Berkeley*                                                                  6

### EDU 120-Human Development and Typical/Atypical Behaviors

**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: English Language Learners

**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: Tech for the Classroom

**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

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*          7

MS/SS TPE: 1,  3, 4, 5)

## EDU 135: Cognitive Science and Teaching

<u>Course Description</u>

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

<u>Course Description</u>

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 )

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*                                              8

## 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).

Candidates are required to complete infant, child and adult cardiopulmonary resuscitation **(CPR) certification** that meets the criteria of the American Heart Association or the American Red Cross and provide proof of completion to YSCTC for their preliminary credential.

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

 *Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*           *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*                                                9

# Grade and Performance Requirements

All courses are expected to be completed at mastery level. Mastery in Preservice 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, they should, within 20 calendar days of receipt of the grade, meet with the course instructor 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.**

# 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

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*     *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*     10

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 community agreements, YSCTC ethical and professional standards listed below, and 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, sexual orientation, gender, or gender identity 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.

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*     *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*     11

## 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

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*          12

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, 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.

## 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)

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*     *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*                              13

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.

## Staff

| | |
|---|---|
| Constance Best<br>Executive Director<br>Teacher Induction Program<br>cbest@yscenter.org | Julianna Sikes<br>Director<br>Teacher Intern Program<br>jsikes@yscenter.org |
| Taryn Tyrell<br>Program Manager<br>ttyrell@yscenter.org | Zeynep Aynagoz Evrensel<br>Administrative Assistant<br>Intern Program<br>zaevrensel@yscenter.org |
| Jessica Nop<br>Administrative Assistant<br>Classified Grant<br>jnop@yscenter.org | |

*Pre-Service Guide 2018-2019*
*Selected content adapted with permission from Teacher's College of San Joaquin County IMPACT program*          *Rev October 2018*
*Portions of attendance policy adapted with permission from UC Berkeley*

14