

2021-2022

**Pre-Service and
Intern Teacher Program Handbook**



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Yolo-Solano Center for Teacher Credentialing



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Intern Teacher Handbook

Table of Contents

[Welcome to the Yolo-Solano Center for Teacher Credentialing](#)

[About our Intern Teacher Program](#)

[About our Pre-Service](#)

[Benefits of an Intern Program](#)

[Admissions](#)

[Intern Program Requirements](#)

[Governor Newsom's Executive Order: EO-66-20 and SB 820 Actions Related to COVID 19 Updated September 2020](#)

[Intern Program-at-a-Glance](#)

[Tuition and Fees](#)

[Pre-Service Tuition and Payment Options](#)

[Intern Program Tuition](#)

[Transcript Equivalencies](#)

[Coursework](#)

[Coursework -Pre-Service](#)

[Coursework -Intern Program](#)

[Articulation Agreements](#)

[Pre-Service Course Descriptions and Sequence](#)

[Multiple Subject Intern Program Course Descriptions and Sequence](#)

[Mild/ Moderate Education Specialist Intern Program](#)

[Moderate/Severe Education Specialist Intern Program](#)

[Intern Program Course Descriptions and Sequence](#)

[Education Specialist Intern Program Course and Module Sequence](#)

[Multiple Subject Intern Program Course and Module Sequence](#)

[Grade and Program Requirements](#)

[Grade and Grievance Policy](#)

[Course work policy](#)

[Performance Requirements](#)

[Special Considerations Policy](#)

[Attendance](#)

[Textbooks](#)

[Video Recording](#)

[Student Confidentiality Guidelines](#)

[Change in Academic Status Policy](#)

[Academic Probation](#)

[Inactive Status](#)

[Leave of Absence Status](#)

[Withdraw -Intern Program](#)

[Intern Program Dismissal](#)

[Field Supervision for Interns](#)

[Ethical and Professional Standards](#)

[Professional Dispositions](#)

[Effective Communication](#)

[Punctuality, Late Assignments, Preparedness](#)

[Academic Integrity](#)

[Appropriate dress and conduct](#)

[Policies](#)

[Uniform Complaints](#)

[Nondiscrimination](#)

[Title IX Sexual Harassment Complaint](#)

[Technology Policy -Acceptable Use for Students and Employees](#)

[Media Candidate Testimony Release](#)

[Health and Safety](#)

[Staff](#)

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.

About our 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. We offer an Intern Teacher Program for the Education Specialist (Mild/Moderate) and Education Specialist (Moderate/Severe) Credentials, and also the Multiple Subject Credential.

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.

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 attend in-person courses at our 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 teachers 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.

About our Pre-Service

Pre-Service is one requirement that must be met for admission into the Intern program, designed to prepare eligible candidates to be teachers of record. Our Pre-Service consists of 136 hours of coursework and is offered once in the spring and once in the summer. It is a rigorous program that candidates must successfully complete to be recommended to 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.

Admissions

Candidates that meet Intern program eligibility requirements may apply for enrollment in the Intern Teacher Program. Candidates may only be enrolled in the Intern Program through the recommendation of a participating district. Candidates that have been previously enrolled in a teacher preparation program, **MUST** submit a letter of good standing from their previous teacher preparation program as part of their application packet. Candidates who do not meet intern eligibility requirements, or are not in good academic or financial standing from their previous preparation program may be denied enrollment or enrolled conditionally in the YSCTC Intern Program. Candidates may be denied enrollment in the YSCTC Intern program if they do not meet the Ethical and Professional Standards outlined in this handbook, have been dismissed from a teacher preparation program, have been dismissed/terminated, or non-re-elected from a teaching or classified position due to school misconduct, or have had a credential disciplinary action.

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

Governor Newsom’s Executive Order: EO-66-20 and SB 820 Actions Related to COVID 19 Updated September 2020

On May 29, 2020, the Office of the Governor took a number of actions that will assist credential candidates impacted by the health and safety restrictions related to COVID-19. On September 18, he signed SB 820 (Committee of Budget and Fiscal Review), which extended these actions for an additional year. These extensions, which are effective through August 31, 2021 in some cases, or academic year 2020-21.

The requirement in Education Code section 44252(f)(1) and any accompanying regulations for credential program applicants to complete the California Basic Educational Skills Test (CBEST) and/or the Subject Matter Examination (CSET) prior to admission to a Commission-approved credential program is suspended for applicants who, between March 19, 2020 and August 31, 2021, were or are unable to complete the CBEST or CSETs due to COVID-19 related testing center closures. This flexibility is currently set to expire on August 31, 2021.

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
June-August (Summer Preservice)	<ul style="list-style-type: none"> Attend the Pre-Service Intern Teacher Orientation Meeting (<i>Advisement 2</i>) 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
	<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
	<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 and enroll in Intern Program

Two-Year Intern Program	
Sept-Dec	SEMESTER ONE: <ul style="list-style-type: none"> Begin employment as a full-time or part-time (.5 FTE), paid teacher of record Attend Year 1 Intern Program Orientation Meeting (<i>Advisement 3</i>) Begin first semester of coursework Meet regularly with District assigned Support Provider Meet regularly with assigned Field Supervisor
Jan-May	SEMESTER TWO: <ul style="list-style-type: none"> Begin second semester of coursework Meet regularly with District assigned Support Provider 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 (.5 FTE), paid teacher of record Attend Year 2 Intern Program Orientation Meeting Begin third semester of coursework Meet regularly with District assigned Support Provider

	<ul style="list-style-type: none"> ● Meet regularly with assigned Field Supervisor
Jan-June	<p>SEMESTER FOUR:</p> <ul style="list-style-type: none"> ● Begin final semester of coursework ● Meet regularly with District assigned Support Provider ● Meet regularly with assigned Field Supervisor ● Successfully pass the Teaching Performance Assessment (TPA) (<i>Single Subject/Multiple Subject Credentials only</i>) ● Complete all Intern Program requirements as well as required tests and certifications

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 Fees

Pre-Service 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 intern 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 the current program tuition (see website for current program tuition)

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

Tuition for 2021-2022 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	By the first day of class
Pay 2 partial payments	\$640 \$635	-By the first day of class -By the start of the 8th week of class (Spring Pre-Service) OR by the start of the 6th week of class (Summer Pre-Service)

Intern Program Tuition

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 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. Please check the website for [current tuition and enrollment fees by credential area](#).

Payment

To pay electronically by credit card go to yscenterpayments.myschoolcentral.com to make your payment. You can also access this site through our webpage yscenterforteaching.com.

To pay by 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**

Intern Program Tuition: 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 every semester to remain active and continue into the next semester of the scheduled intern credential program. Please refer to the Tuition Payment schedule on our website to see when tuition is due.

Candidates who are not in good financial standing will not be enrolled in courses and may not receive official transcripts until their balance due is paid in full.

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. Grant participants will have tuition and related fees transferred directly from their grant allocation depending on the amount of funds available.

The Local Solutions Grant: Local Solutions has been created to address the countywide shortages of Special Education Teachers by providing tuition assistance to current Education Specialist Credential students and student debt relief to recently-credentialed Special Educators.

Grant applications will be provided to current and newly enrolled Special Education Teachers in Yolo County, Solano County, Colusa County and Yuba County in our Special Education Specialist Intern Program.

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 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. Please check the website for the equivalency request form and current fee.

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 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, syllabi, and any other requested supporting documentation along with the [Equivalency Request form](#) to the YSCTC office at least 4 weeks prior to the start of coursework. The transcript equivalency process may take up to 4 weeks, depending on the complexity of the request.

Coursework

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

Candidates are required to come prepared for class each night with a laptop or tablet to access course material on Canvas (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.

Coursework -Pre-Service

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.

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 YSCTC and meet all intern eligibility requirements will be provided an intern eligible letter.

Coursework -Intern Program

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 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.

Articulation Agreements

The Yolo Solano Center for Teacher Credentialing has articulation agreements in place with the 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 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 at YSCTC.

Pre-Service Course Descriptions and Sequence

Pre-Service Courses	EDU 100	Pre-Service Classroom Management and Environment
	EDU 110	Pre-Service Reading and Language Arts
	EDU 111	Pre-Service Teachers as Learners
	EDU 115	Pre-Service Best Practices as an Educational Specialist
	EDU 120	Pre-Service Human Development and Typical/Atypical Behaviors
	EDU 125	Pre-Service English Language Learners
	EDU 130	Pre-Service Technology for the Classroom
	EDU 135	Pre-Service Cognitive Science and Teaching
	EDU 140	Pre-Service Curriculum, Instruction and Assessment

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

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 Universal TPE: 2, 6)

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

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 Universal TPE: 1, 3 ,4)

EDU 111 Teachers as Learners (.5 Units)

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 Universal TPE: 1, 6)

EDU 115 Pre-Service Best Practices in Special Education (1.0 Units)

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 Universal TPE: 1,4,5,6)

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

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 Universal TPE: 4,

5, 6)

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

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 Universal TPE: 1, 3, 4, 5)

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

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 Universal TPE: 1, 3, 4, 5)

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

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 Universal TPE: 1, 5, 6)

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

Candidates are introduced to instructional planning, teaching, assessing, and analyzing student work to guide instruction. Candidates will learn the purposeful use of 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 Universal TPE: 1, 3, 4, 5)

Multiple Subject Intern Program Course Descriptions and Sequence

Course No.	Course Name	
Fall Year 1 Semester 1 MS Course Sequence		Units
EDU 230	Tier 1 Supports: PBis and Classroom Management	1
EDU 235	Teaching Reading and Language Arts	1
EDU 240	Advanced Child Development: Typical/Atypical Development and Understanding Disabilities and Student Learning	1
EDU 290	Tackling the TPA Academy year long course & (cross listed as an academy)	0.5
MS 230	Field Supervision	2.5
Total Units		6
Spring Year 1 Semester 2 MS Course Sequence		Units
EDU 250	Mathematics Instruction	1
SPED 206	Collaboration Skills	1
EDU 277	Assessment of Teaching and Learning for Multiple Subject Teachers	1
EDU 290	Tackling the TPA Academy year long course & (cross listed as an academy)	0.5
MS 231	Field Supervision	2.5
Total Units		6
Fall Year 2 Semester 1 MS Course Sequence		
EDU 260	Advanced Technology in the Classroom	1
EDU 251	Creating Healthy Learning Environments	1

EDU 252	Advanced Strategies for Teaching English Learners	1
EDU 295	Tackling the TPA Academy year long course & (cross listed as an academy)	0.5
MS 232	Field Supervision	2.5
Total Units		6
Spring Year 2 Semester 2 MS Course Sequence		
EDU 288	Teaching Physical Education, Health, and Visual and Performing Arts	1
EDU 254	Understanding Student Diversity and Unpacking Bias and Privilege	1
EDU 213	Teaching History/Social Science and Science to Diverse Learners	1
EDU 295	Tackling the TPA Academy year long course & cross listed as an academy)	0.5
MS 233	Field Supervision	2.5
Total Units		6
Total Program Units		24

EDU 213 Teaching History/Social Studies and Science to Diverse Learners

This course prepares candidates to teach the history-social science content standards and analysis skills in diverse classrooms, including English learners and students with special needs; to effectively use the HSS Standards and Frameworks including the Historical and Social Science Analysis Skills; and to integrate history-social science topics, themes, and concepts with other subject areas. This course also prepares candidates to teach Next Generation Science content standards and inquiry skills in diverse classrooms, including English learners and students with special needs; to effectively use the NGSS Standards and Frameworks and concepts with other subject areas. Key HSS topics include: equity and access, literacy, inquiry, civics and citizenship, economics, environmental literacy, ethnic studies and cultural competence, and geography. Key Science topics include: domains of science, crosscutting concepts, science and engineering practices, and disciplinary core ideas. Pedagogical strategies include: UDL, SDAIE, PBL, collaboration, and research. Candidates will learn how to design and implement lessons and monitor learning to meet the range of learners in their classrooms.

EDU 230 Tier I Supports: PBiS and Classroom Management

This course is designed to provide an in-depth exploration of the universal behavioral and social supports and systems that are in place to enable students to effectively engage in learning. Candidates will explore the concepts of a site-based multi-tiered system of support that addresses the behavioral and social emotional needs of today's students. Tools and strategies, including effective classroom design, setting up motivation strategies, responding to behavior using effective instructional and restorative practices and social skill instruction will be provided.

EDU 235 Teaching Reading Language Arts

This course is designed to provide a comprehensive program of systematic instruction in reading, writing, speaking and listening aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Language Arts will also be taught across each of the content areas: math, science and history/social science utilizing the ELA/ELD CCSS and the Frameworks. This course also prepares candidates to know how disabilities impact student learning and know how to ensure that evidence-based methods for teaching students with mild/moderate disabilities accelerate student growth and development. Each session will guide candidates to consider text complexity and learner background and readiness, the relevance and rigor of tasks including writing, and how to elevate and promote student engagement and productive academic conversations. Candidates engage with a variety of assessment practices and tools to monitor student progress and assure timely and appropriate instruction. Candidates learn and apply specific teaching strategies that are effective in supporting the full range of learners, including struggling readers, English language learners, students with learning differences, and students with disabilities.

EDU 240 Advanced Child Development: Typical/Atypical Development, Understanding Disabilities and Student Learning

This advanced course builds on introductory content from Pre-Service EDU 120: Typical/Atypical Development. This course is a comprehensive study in the atypical development associated with various disabilities and risk factors, along with resilience and protective factors (e.g. family support systems) and their implications for learning. Candidates will demonstrate the skills required to provide information to family members regarding typical developmental expectations as well as the impact of atypical development and disability on learning progressions and expectations. Candidates will demonstrate the ability to design instructional environments and instructional plans that are appropriate to a student's chronological age, developmental differences and disability-specific needs.

EDU 250 Mathematics Instruction

This course is designed to provide candidates a variety of strategies, instructional approaches, and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Using the Common Core State Standards in Mathematics, Mathematical Frameworks, and the Standards for Mathematical Practice, Candidates will gain a depth of knowledge and skills in teaching mathematics to ensure access to the general education curriculum for all students. The module will include the shifts in mathematical practices and the focus will be on hands-on strategies in differentiation and engagement. Candidates practice and apply a variety of tasks, routines, manipulatives, workshop models, and assessments for mathematics to all students, with a focus on English learners, advanced/gifted learners, and those students with special needs, including those with

mild/moderate disabilities.

EDU 251 Creating Healthy Learning Environments

This course will provide candidates with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates will analyze the effects of student health on learning and the legal responsibilities of teachers related to student health and safety. Candidates will learn about health education as it relates to students with mild moderate disabilities. Candidates will learn and apply skills for communicating and working constructively with families and community members regarding health issues, including gathering health and developmental information as part of the assessment and IEP development process. Candidates will learn about specific specialized health, movement, mobility and sensory development for students with mild moderate disabilities and how to adapt instruction based on the needs of individual students.

EDU 252 Advanced Strategies for Teaching English Learners

This course is an advanced study of teaching in a diverse setting, specifically improving outcomes for the full range of English language learners. Candidates will learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners and 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 also know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement. Candidates will learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD) utilizing the CA ELD Standards and the CA CCSS Frameworks. As a result of this course, candidates will be able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.

EDU 254 Understanding Diversity and Unpacking Bias and Privilege

In this course, candidates will understand and then analyze how the context, structure, and history of public education influences school and district policies and procedures; learn how to recognize the influence of cultural perspectives on educational expectations and identify appropriate and necessary ways to inform and work with families regarding cultural issues. Candidates will also learn about and begin to apply culturally responsive teaching techniques, understand situational appropriateness, and practice cultural consonance in order to effectively teach students from diverse cultural, economic, and ethnic backgrounds.

EDU 260 Advanced Technology in the Classroom

This course is a comprehensive study in the use and integration of technology in the classroom. The class will provide candidates with the ability to use evidence-based instructional strategies and methods in technology that meet the diverse learning characteristics of students with mild/moderate disabilities. Candidates will demonstrate an ability to familiarize students with digital assessments, including the state adopted assessment, and provide appropriate accommodations. Candidates will learn to use

differentiated methods of technology to ensure the active and equitable participation of all students. Candidates will be introduced to various technology tools, applications, and resources, as well as 21st-century practices for integrating technology into the classroom. Candidates will use computer-based technology to facilitate the teaching, learning and assessment process.

EDU 277 Assessment of Teaching and Learning for Multiple Subject Teachers

In this course, candidates will receive differentiated instruction that supports their development as a Multiple Subject Teacher in the general education environment. Candidates will receive instruction and skills in designing curriculum and instruction for all students and effective assessment of learning and teaching. 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 understand and apply concepts of social emotional learning and Multi-Tiered Systems of Support in order to support the full range of students in the classroom.

EDU 288 Teaching Physical Education, Health, and Visual and Performing Arts

This course provides candidates with a comprehensive, research-based curriculum addressing the foundational, theoretical, and practical aspects of teaching Physical Education, Health, and Visual and Performing Arts to the full range of learners. Candidates will understand the essential components of the California Common Core Standards for Technical Subjects and the appropriate California Content Standards and Frameworks for planning instruction. Candidates will use this information to design and implement lessons and assess student learning in these content areas. Candidates will also learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop and deliver integrated lessons across content areas.

MS 230-233 Field Supervision and Support

Candidates work 1:1 with a Field Supervisor for all four semesters of Field Supervision (Year 1 and Year 2). The focus of field supervision meetings and observation/debrief/reflection cycles is to improve the candidate's teaching and professional effectiveness. Individualized support from the Field Supervisor supports candidates with learning how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Intern Descriptions of Practice (DoP), that is aligned to the Teacher Performance Expectations and California Standards for the Teaching Profession and contains elements from the Continuum of Teaching Practice (CTP). Candidates will receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan (ILP). Field Supervisors facilitate this course based on each candidate's developmental level and needs.

Mild/ Moderate and Moderate/Severe Education Specialist Intern Program Course Sequence

Education Specialist: mild/mod		Education Specialist: mod/severe	
Course No.	Course Name	Course No.	Course Name
Fall Year 1 Semester 1 SPED Course Sequence			
SPED 205	IEPs and Case Management (1 unit)	SPED 205	IEPs and Case Management (1 unit)
SPED MM 225	Assessment in Special Education: mild/mod (1 unit)	SPED MS 226	Assessment in Special Education: mod/severe (1 unit)
EDU 230	Tier 1 Supports: PBis and Classroom Management (1 unit)	EDU 230	Tier 1 Supports: PBis and Classroom Management (1 unit)
EDU 235	Teaching Reading and Language Arts (1 unit)	EDU 235	Teaching Reading and Language Arts (1 unit)
EDU 240	Advanced Child Development: Typical/Atypical Development and Understanding Disabilities and Student Learning (1 unit)	EDU 240	Advanced Child Development: Typical/Atypical Development and Understanding Disabilities and Student Learning (1 unit)
SPED 230	Field Supervision (2.5 units)	SPED 230	Field Supervision (2.5 units)
Spring Year 1 Semester 2 SPED Course Sequence			
EDU 250	Mathematics Instruction (1 unit)	EDU 250	Mathematics Instruction (1 unit)
SPED MM 227	Curriculum and Instruction for mild/mod, including assessment, intervention and standardized assessments (2 units)	SPED MS 228	Curriculum and Instruction for mod/severe, including assessment, intervention and standardized assessments (2 units)
SPED 206	Collaboration Skills (1 unit)	SPED 206	Collaboration Skills (1 unit)

	SPED 207	Functional Behavior Analysis and Behavior Support in Special Education (1 unit)	SPED 207	Functional Behavior Analysis and Behavior Support in Special Education (1 unit)
			SPED MS 235	Teaching Functional Communication, Social Interaction, and Augmented or Alternative Communication (1 unit)
	SPED 231	Field Supervision (2.5 units)	SPED 231	Field Supervision (2.5 units)
Fall Year 2 Semester 1 SPED Course Sequence				
	SPED 208	Autism and other disabilities: language, communication, social skills, behavior, and processing (1 unit)	SPED 208	Autism and other disabilities: language, communication, social skills, behavior, and processing (1 unit)
	EDU 260	Advanced Technology in the Classroom (1 unit)	EDU 260	Advanced Technology in the Classroom (1 unit)
	SPED 209	Assistive Technology for mild/moderate and moderate/severe disabilities (1 unit)	SPED 209	Assistive Technology for mild/moderate and moderate/severe disabilities (1 unit)
Intern Courses	EDU 251	Creating Healthy Learning Environments (1 unit)	EDU 251	Creating Healthy Learning Environments (1 unit)
	EDU 252	Advanced Strategies for Teaching English Learners (1 unit)	EDU 252	Advanced Strategies for Teaching English Learners (1 unit)
	SPED 232	Field Supervision (2.5 units)	SPED 232	Field Supervision (2.5 units)
Spring Year 2 Semester 2 SPED Course Sequence				
	SPED 211	SPED law and history of SPED in Education (1 unit)	SPED 211	SPED law and history of SPED in Education (1 unit)
	SPED 212	Transition Plans and Working with Community Agencies (1 unit)	SPED 212	Transition Plans and Working with Community Agencies (1 unit)
	EDU 254	Understanding Student Diversity and Unpacking Bias and Privilege (1 unit)	EDU 254	Understanding Student Diversity and Unpacking Bias and Privilege (1 unit)

	EDU 213	Teaching History/Social Science and Science to Diverse Learners (1 unit)	EDU 213	Teaching History/Social Science and Science to Diverse Learners (1 unit)
			SPED MS 236	Teaching Social Interactions and Utilizing Augmentative and Alternative Communication (1 unit)
	SPED 233	Field Supervision (2.5 units)	SPED 233	Field Supervision (2.5 units)
Total Units	30		32	

Mild/ Moderate Education Specialist Intern Program Course Descriptions

EDU 213 Teaching History/Social Studies and Science to Diverse Learners

This course prepares candidates to teach the history-social science content standards and analysis skills in diverse classrooms, including English learners and students with special needs; to effectively use the HSS Standards and Frameworks including the Historical and Social Science Analysis Skills; and to integrate history-social science topics, themes, and concepts with other subject areas. This course also prepares candidates to teach Next Generation Science content standards and inquiry skills in diverse classrooms, including English learners and students with special needs; to effectively use the NGSS Standards and Frameworks and concepts with other subject areas. Key HSS topics include: equity and access, literacy, inquiry, civics and citizenship, economics, environmental literacy, ethnic studies and cultural competence, and geography. Key Science topics include: domains of science, crosscutting concepts, science and engineering practices, and disciplinary core ideas. Pedagogical strategies include: UDL, SDAIE, PBL, collaboration, and research. Candidates will learn how to design and implement lessons and monitor learning to meet the range of learners in their classrooms.

EDU 230 Tier I Supports: PBIS and Classroom Management

This course is designed to provide an in-depth exploration of the universal behavioral and social supports and systems that are in place to enable students to effectively engage in learning. Candidates will explore the concepts of a site-based multi-tiered system of support that addresses the behavioral and social emotional needs of today's students. Tools and strategies, including effective classroom design, setting up motivation strategies, responding to behavior using effective instructional and restorative practices and social skill instruction will be provided.

EDU 235 Teaching Reading Language Arts

This course is designed to provide a comprehensive program of systematic instruction in reading, writing, speaking and listening aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Language Arts will also be taught across each of the content areas:

math, science and history/social science utilizing the ELA/ELD CCSS and the Frameworks. This course also prepares candidates to know how disabilities impact student learning and know how to ensure that evidence-based methods for teaching students with mild/moderate disabilities accelerate student growth and development. Each session will guide candidates to consider text complexity and learner background and readiness, the relevance and rigor of tasks including writing, and how to elevate and promote student engagement and productive academic conversations. Candidates engage with a variety of assessment practices and tools to monitor student progress and assure timely and appropriate instruction. Candidates learn and apply specific teaching strategies that are effective in supporting the full range of learners, including struggling readers, English language learners, students with learning differences, and students with disabilities.

EDU 240 Advanced Child Development: Typical/Atypical Development, Understanding Disabilities and Student Learning

This advanced course builds on introductory content from Pre-Service EDU 120: Typical/Atypical Development. This course is a comprehensive study in the atypical development associated with various disabilities and risk factors, along with resilience and protective factors (e.g. family support systems) and their implications for learning. Candidates will demonstrate the skills required to provide information to family members regarding typical developmental expectations as well as the impact of atypical development and disability on learning progressions and expectations. Candidates will demonstrate the ability to design instructional environments and instructional plans that are appropriate to a student's chronological age, developmental differences and disability-specific needs.

EDU 250 Mathematics Instruction

This course is designed to provide candidates a variety of strategies, instructional approaches, and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Using the Common Core State Standards in Mathematics, Mathematical Frameworks, and the Standards for Mathematical Practice, Candidates will gain a depth of knowledge and skills in teaching mathematics to ensure access to the general education curriculum for all students. The module will include the shifts in mathematical practices and the focus will be on hands-on strategies in differentiation and engagement. Candidates practice and apply a variety of tasks, routines, manipulatives, workshop models, and assessments for mathematics to all students, with a focus on English learners, advanced/gifted learners, and those students with special needs, including those with mild/moderate disabilities.

EDU 251 Creating Healthy Learning Environments

This course will provide candidates with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates will analyze the effects of student health on learning and the legal responsibilities of teachers related to student health and safety. Candidates will learn about health education as it relates to students with mild/moderate disabilities. Candidates will learn and apply skills for communicating and working constructively with families and community members regarding health issues, including gathering health and developmental information as part of the assessment and IEP development process. Candidates will learn about specific specialized health, movement, mobility and sensory

development for students with mild/moderate disabilities and how to adapt instruction based on the needs of individual students.

EDU 252 Advanced Strategies for Teaching English Learners

This course is an advanced study of teaching in a diverse setting, specifically improving outcomes for the full range of English language learners. Candidates will learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners and 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 also know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement. Candidates will learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD) utilizing the CA ELD Standards and the CA CCSS Frameworks. As a result of this course, candidates will be able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.

EDU 254 Understanding Diversity and Unpacking Bias and Privilege

In this course, candidates will understand and then analyze how the context, structure, and history of public education influences school and district policies and procedures; learn how to recognize the influence of cultural perspectives on educational expectations and identify appropriate and necessary ways to inform and work with families regarding cultural issues. Candidates will also learn about and begin to apply culturally responsive teaching techniques, understand situational appropriateness, and practice cultural consonance in order to effectively teach students from diverse cultural, economic, and ethnic backgrounds.

EDU 260 Advanced Technology in the Classroom

This course is a comprehensive study in the use and integration of technology in the classroom. The class will provide candidates with the ability to use evidence-based instructional strategies and methods in technology that meet the diverse learning characteristics of students with mild/moderate disabilities. Candidates will demonstrate an ability to familiarize students with digital assessments, including the state adopted assessment, and provide appropriate accommodations. Candidates will learn to use differentiated methods of technology to ensure the active and equitable participation of all students. Candidates will be introduced to various technology tools, applications, and resources, as well as 21st-century practices for integrating technology into the classroom. Candidates will use computer-based technology to facilitate the teaching, learning and assessment process.

SPED 205 IEPs and Case Management

This course serves as an introductory course to prepare candidates to participate in a student's Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) process, from notification to completion. This course will provide candidates with the skills to participate effectively as a team member and/or case manager for the IFSP/IEP process, from pre-referral interventions, conducting

assessment, developing appropriate goals based on standards, specially-designed instruction to support a student's access to the core curriculum and following all legal requirements of the IFSP/IEP process. Strategies for developing effective communication, collaboration, and consultation with teachers, school personnel, parents and community agencies will be introduced, practiced, and assessed.

SPED 206 Collaboration Skills

This course is a comprehensive study in effective communication, collaboration, and consultation with individuals with disabilities and their family, primary caregivers, general/special education teachers, paraeducators, related service personnel, administrators, the business community and public/non-public agencies. The class will provide candidates with the skills to facilitate positive and inclusive environments. Candidates will learn about partnerships between special education programs and the business community, and public and nonpublic agencies, to provide the cohesive delivery of services, and bridge transitional stages across the lifespan for all learners. As appropriate for the placement, candidates will contact a business or public/non-public agencies to identify how to bridge transition stages. Candidates will also learn about the roles of related service personnel and understand co-teaching models within a general and special education setting.

SPED 207 Functional Behavior Analysis and Behavior Support in Special Education

This course defines the legal requirements and best practices for supporting students with behavior challenges. Candidates will begin by learning the essential components of person centered planning, defining goals to achieve positive and student-centered outcomes. The essential elements of functional behavior assessment, developing individualized behavior plans, implementing evidence based behavior intervention strategies, and evaluating outcomes and problem-solving implementation will be reviewed and practiced. Candidates will also develop an understanding of the legal obligations around discipline and students with disabilities and the role of the Education Specialist teacher in the process.

SPED 208 Autism and other disabilities: language, communication, social skills, behavior, and processing

This course is a comprehensive study in identifying, implementing with fidelity and evaluating outcomes using evidence-based practices for students with complex disabilities, including autism. Candidates will learn about resources for reviewing practices that are established, emerging and unestablished and the criteria for making these determinations. Candidates will use available resources to select evidence-based practices to meet student specific needs and to implement that practice with fidelity. Candidates will also explore and develop skill in selecting and implementing practices in the areas of: social/communication; behavior; school readiness/cognitive/academic; play/motor/adaptive in multiple settings. Candidates will implement an evidence-based practice to fidelity with coaching support. Candidates will explore educational settings, including inclusive settings, that are appropriate to meeting the needs for students with a range of needs and abilities.

SPED 209 Assistive Technology and AAC for mild/moderate and moderate/severe disabilities

This course builds on the foundations of technology use and integration by exploring how assistive technologies can support specific students with a range of disabilities. Candidates will be familiarized with the legal requirements for consideration of assistive technology as a special factor for a student identified with a disability. Candidates will understand how the application of the Universal Design for Learning framework provides access to appropriate strategies and digital tools for all students. Candidates will be provided with an overview of assistive technologies that support students across a variety of learning domains (e.g. reading, writing, math) and functional need areas (access to technology, communication, mobility). Candidates will be able to participate in an AT consideration process and implementation planning process (the Student Access Plan – SAP) that leads to a student’s ability to successfully access instruction and learning environments.

SPED 211 SPED Law and History of SPED in Education

This course is a comprehensive overview, analysis and practical application of social, legal and ethical practices in the field of special education. This course provides candidates with an historical overview of state and federal laws and regulations, current case law and up-to-date mandates that impact the provision of special education. Candidates will examine the history, philosophy, and different models of special education being implemented in the United States, and analyze case studies related to the professional, legal, and ethical obligations of teaching.

SPED 212 Transition Plans and Working with Community Agencies

This course provides a more comprehensive and in-depth study in designing effective, quality Individualized Education Plans (IEPs) and Individual Transition Plans (ITPs) for students. Candidates will be able to apply an Educational Benefit Review process, used to review and monitor the development and implementation of a student’s IEP to determine whether IEPs, over time, meet procedural compliance and are reasonably calculated to enable students to make progress. This course will also address the role of the special education teacher and case manager when there is conflict or disagreement. Skills to participate effectively in the dispute resolution system and the complaint and due process system will be addressed.

SPED 230-233 Field Supervision and Support

Candidates work 1:1 with a Field Supervisor for all four semesters of Field Supervision (Year 1 and Year 2). The focus of field supervision meetings and observation/debrief/reflection cycles is to improve the candidate’s teaching and professional effectiveness. Individualized support from the Field Supervisor supports candidates with learning how to meld course content into their teaching practice. Candidates’ growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Intern Descriptions of Practice (DoP), that is aligned to the Teacher Performance Expectations and California Standards for the Teaching Profession and contains elements from the Continuum of Teaching Practice (CTP). Candidates will receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan (ILP). Field Supervisors facilitate this course based on each candidate’s developmental level and needs.

SPED MM 225 Syllabus: Assessment in Special Education mild/mod

This course will provide candidates with a variety of appropriate individualized assessment and evaluation approaches as well as a comprehensive overview of students who present with mild to

moderate disabilities, including characteristics and prevalence. This course will also provide a general understanding of the needs of students with specific learning disabilities, mild/moderate intellectual disability, dyslexia, other health impairments, traumatic brain injury, emotional disturbance and autism. Candidates will learn about the implications of these disabilities for service delivery and assessment, including how to select the most appropriate assessment strategy, instrument, and process appropriate to the diverse needs of individual students. Candidates will learn how to interpret individual results and evaluate student status and progress utilizing a body of evidence. All methods will discuss the importance of the research basis and the value of attending to the evidence of success.

SPED MM 227 Syllabus Curriculum and Instruction for mild/mod, including assessment, intervention & standardized assessments

This course is a comprehensive study in the use of evidence-based instructional strategies and the knowledge of evidence-based curricula that meet the diverse learning characteristics of students with Mild/Moderate Disabilities. This course will cover specifically specially designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. This course will prepare candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans to provide equitable access to the content and experiences found in the state-approved core curriculum. Candidates will also be prepared to strategically design instructional and behavioral plans and support partnerships with parents/families.

Prerequisite: This course is cumulative and requires successful completion of **SPED MM 225: Assessment in Special Education: mild/mod prior to taking this course.**

Moderate/Severe Education Specialist Intern Program Course Descriptions

EDU 213 Teaching History/Social Studies and Science to Diverse Learners

This course prepares candidates to teach the history-social science content standards and analysis skills in diverse classrooms, including English learners and students with special needs; to effectively use the HSS Standards and Frameworks including the Historical and Social Science Analysis Skills; and to integrate history-social science topics, themes, and concepts with other subject areas. This course also prepares candidates to teach Next Generation Science content standards and inquiry skills in diverse classrooms, including English learners and students with special needs; to effectively use the NGSS Standards and Frameworks and concepts with other subject areas. Key HSS topics include: equity and access, literacy, inquiry, civics and citizenship, economics, environmental literacy, ethnic studies and cultural competence, and geography. Key Science topics include: domains of science, crosscutting concepts, science and engineering practices, and disciplinary core ideas. Pedagogical strategies include: UDL, SDAIE, PBL, collaboration, and research. Candidates will learn how to design and implement lessons and monitor learning to meet the range of learners in their classrooms.

EDU 230 Tier I Supports: PBIS and Classroom Management

This course is designed to provide an in-depth exploration of the universal behavioral and social supports and systems that are in place to enable students to effectively engage in learning. Candidates will explore the concepts of a site-based multi-tiered system of support that addresses the behavioral and social emotional needs of today's students. Tools and strategies, including effective classroom design, setting up motivation strategies, responding to behavior using effective instructional and restorative practices and social skill instruction will be provided.

EDU 235 Teaching Reading Language Arts

This course is designed to provide a comprehensive program of systematic instruction in reading, writing, speaking and listening aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Language Arts will also be taught across each of the content areas: math, science and history/social science utilizing the ELA/ELD CCSS and the Frameworks. This course also prepares candidates to know how disabilities impact student learning and know how to ensure that evidence-based methods for teaching students with mild/moderate disabilities accelerate student growth and development. Each session will guide candidates to consider text complexity and learner background and readiness, the relevance and rigor of tasks including writing, and how to elevate and promote student engagement and productive academic conversations. Candidates engage with a variety of assessment practices and tools to monitor student progress and assure timely and appropriate instruction. Candidates learn and apply specific teaching strategies that are effective in supporting the full range of learners, including struggling readers, English language learners, students with learning differences, and students with disabilities.

EDU 240 Advanced Child Development: Typical/Atypical Development, Understanding Disabilities and Student Learning

This advanced course builds on introductory content from Pre-Service EDU 120: Typical/Atypical Development. This course is a comprehensive study in the atypical development associated with various disabilities and risk factors, along with resilience and protective factors (e.g. family support systems) and their implications for learning. Candidates will demonstrate the skills required to provide information to family members regarding typical developmental expectations as well as the impact of atypical development and disability on learning progressions and expectations. Candidates will demonstrate the ability to design instructional environments and instructional plans that are appropriate to a student's chronological age, developmental differences and disability-specific needs.

EDU 250 Mathematics Instruction

This course is designed to provide candidates a variety of strategies, instructional approaches, and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Using the Common Core State Standards in Mathematics, Mathematical Frameworks, and the Standards for Mathematical Practice, Candidates will gain a depth of knowledge and skills in teaching mathematics to ensure access to the general education curriculum for all students. The module will include the shifts in mathematical practices and the focus will be on hands-on strategies in differentiation and engagement. Candidates practice and apply a variety of tasks, routines, manipulatives, workshop models, and assessments for mathematics to all students, with a focus on English learners, advanced/gifted learners, and those students with special needs, including those with mild/moderate disabilities.

EDU 251 Creating Healthy Learning Environments

This course will provide candidates with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates will analyze the effects of student health on learning and the legal responsibilities of teachers related to student health and safety. Candidates will learn about health education as it relates to students with mild/moderate disabilities. Candidates will learn and apply skills for communicating and working constructively with families and community members regarding health issues, including gathering health and developmental information as part of the assessment and IEP development process. Candidates will learn about specific specialized health, movement, mobility and sensory development for students with mild/moderate disabilities and how to adapt instruction based on the needs of individual students.

EDU 252 Advanced Strategies for Teaching English Learners

This course is an advanced study of teaching in a diverse setting, specifically improving outcomes for the full range of English language learners. Candidates will learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners and 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 also know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement. Candidates will learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD) utilizing the CA ELD Standards and the CA CCSS Frameworks. As a result of this course, candidates will be able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.

EDU 254 Understanding Diversity and Unpacking Bias and Privilege

In this course, candidates will understand and then analyze how the context, structure, and history of public education influences school and district policies and procedures; learn how to recognize the influence of cultural perspectives on educational expectations and identify appropriate and necessary ways to inform and work with families regarding cultural issues. Candidates will also learn about and begin to apply culturally responsive teaching techniques, understand situational appropriateness, and practice cultural consonance in order to effectively teach students from diverse cultural, economic, and ethnic backgrounds.

EDU 260 Advanced Technology in the Classroom

This course is a comprehensive study in the use and integration of technology in the classroom. The class will provide candidates with the ability to use evidence-based instructional strategies and methods in technology that meet the diverse learning characteristics of students with mild/moderate disabilities. Candidates will demonstrate an ability to familiarize students with digital assessments, including the state adopted assessment, and provide appropriate accommodations. Candidates will learn to use differentiated methods of technology to ensure the active and equitable participation of all students. Candidates will be introduced to various technology tools, applications, and resources, as well as 21st-century practices for integrating technology into the classroom. Candidates will use computer-based technology to facilitate the teaching, learning and assessment process.

SPED 205 IEPs and Case Management

This course serves as an introductory course to prepare candidates to participate in a student's Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) process, from notification to completion. This course will provide candidates with the skills to participate effectively as a team member and/or case manager for the IFSP/IEP process, from pre-referral interventions, conducting assessment, developing appropriate goals based on standards, specially-designed instruction to support a student's access to the core curriculum and following all legal requirements of the IFSP/IEP process. Strategies for developing effective communication, collaboration, and consultation with teachers, school personnel, parents and community agencies will be introduced, practiced, and assessed.

SPED 206 Collaboration Skills

This course is a comprehensive study in effective communication, collaboration, and consultation with individuals with disabilities and their family, primary caregivers, general/special education teachers, paraeducators, related service personnel, administrators, the business community and public/non-public agencies. The class will provide candidates with the skills to facilitate positive and inclusive environments. Candidates will learn about partnerships between special education programs and the business community, and public and nonpublic agencies, to provide the cohesive delivery of services, and bridge transitional stages across the lifespan for all learners. As appropriate for the placement, candidates will contact a business or public/non-public agencies to identify how to bridge transition stages. Candidates will also learn about the roles of related service personnel and understand co-teaching models within a general and special education setting.

SPED 207 Functional Behavior Analysis and Behavior Support in Special Education

This course defines the legal requirements and best practices for supporting students with behavior challenges. Candidates will begin by learning the essential components of person centered planning, defining goals to achieve positive and student-centered outcomes. The essential elements of functional behavior assessment, developing individualized behavior plans, implementing evidence based behavior intervention strategies, and evaluating outcomes and problem-solving implementation will be reviewed and practiced. Candidates will also develop an understanding of the legal obligations around discipline and students with disabilities and the role of the Education Specialist teacher in the process.

SPED 208 Autism and other disabilities: language, communication, social skills, behavior, and processing

This course is a comprehensive study in identifying, implementing with fidelity and evaluating outcomes using evidence-based practices for students with complex disabilities, including autism. Candidates will learn about resources for reviewing practices that are established, emerging and unestablished and the criteria for making these determinations. Candidates will use available resources to select evidence-based practices to meet student specific needs and to implement that practice with fidelity. Candidates will also explore and develop skill in selecting and implementing practices in the areas of: social/communication; behavior; school readiness/cognitive/academic; play/motor/adaptive in multiple settings. Candidates will implement an evidence-based practice to fidelity with coaching support. Candidates will explore educational settings, including inclusive settings, that are appropriate to meeting the needs for students with a range of needs and abilities.

SPED 209 Assistive Technology and AAC for mild/moderate and moderate/severe disabilities

This course builds on the foundations of technology use and integration by exploring how assistive technologies can support specific students with a range of disabilities. Candidates will be familiarized with the legal requirements for consideration of assistive technology as a special factor for a student identified with a disability. Candidates will understand how the application of the Universal Design for Learning framework provides access to appropriate strategies and digital tools for all students. Candidates will be provided with an overview of assistive technologies that support students across a variety of learning domains (e.g. reading, writing, math) and functional need areas (access to technology, communication, mobility). Candidates will be able to participate in an AT consideration process and implementation planning process (the Student Access Plan – SAP) that leads to a student’s ability to successfully access instruction and learning environments.

SPED 111 SPED Law and History of SPED in Education

This course is a comprehensive overview, analysis and practical application of social, legal and ethical practices in the field of special education. This course provides candidates with an historical overview of state and federal laws and regulations, current case law and up-to-date mandates that impact the provision of special education. Candidates will examine the history, philosophy, and different models of special education being implemented in the United States, and analyze case studies related to the professional, legal, and ethical obligations of teaching.

SPED 212 Transition Plans and Working with Community Agencies

This course provides a more comprehensive and in-depth study in designing effective, quality Individualized Education Plans (IEPs) and Individual Transition Plans (ITPs) for students. Candidates will be able to apply an Educational Benefit Review process, used to review and monitor the development and implementation of a student’s IEP to determine whether IEPs, over time, meet procedural compliance and are reasonably calculated to enable students to make progress. This course will also address the role of the special education teacher and case manager when there is conflict or disagreement. Skills to participate effectively in the dispute resolution system and the complaint and due process system will be addressed.

SPED 230-233 Field Supervision and Support

Candidates work 1:1 with a Field Supervisor for all four semesters of Field Supervision (Year 1 and Year 2). The focus of field supervision meetings and observation/debrief/reflection cycles is to improve the candidate’s teaching and professional effectiveness. Individualized support from the Field Supervisor supports candidates with learning how to meld course content into their teaching practice. Candidates’ growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Intern Descriptions of Practice (DoP), that is aligned to the Teacher Performance Expectations and California Standards for the Teaching Profession and contains elements from the Continuum of Teaching Practice (CTP). Candidates will receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan (ILP). Field Supervisors facilitate this course based on each candidate’s developmental level and needs.

SPED MS 226 Syllabus Assessment in Special Education mod/severe

This course will provide candidates with a variety of appropriate individualized assessment and evaluation approaches as well as a comprehensive overview of students who present with moderate to severe disabilities, including characteristics and prevalence. Candidates will learn the implications of these disabilities for service delivery. This course will also provide a general understanding of the characteristics and the educational and psychosocial implications of these characteristics for students with moderate/severe/profound intellectual disabilities, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance and autism spectrum disorders, and how to select the most appropriate assessment strategy, instrument, and process appropriate to the diverse needs of individual students with moderate to severe disabilities. Candidates will learn how to interpret individual results and evaluate student status and progress utilizing a body of evidence.

SPED MS 228 Syllabus Curriculum and Instruction for mod/severe, including assessment, intervention & standardized assessments

This course is a comprehensive study in the knowledge of evidence-based curricula and the use of evidence-based instructional strategies that meet the diverse learning characteristics of students with Moderate/Severe Disabilities. Candidates will learn about evidence-based curricula that are effective with students with Moderate/Severe Disabilities, including specially-designed curricula and methods for students with moderate/severe disorders. This course will prepare candidates to strategically design instructional and behavioral plans and support partnerships with parents/families. This course will also prepare candidates to utilize age appropriate state standards to collaboratively develop IEP goals, accommodations, modifications and differentiated instructional plans to provide equitable access to the content and experiences found in the state-approved core curriculum. Prerequisite: This course is cumulative and requires successful completion of **SPED MS 226: Assessment in Special Education: mod/severe prior to taking this course.**

SPED MS 235 Teaching Functional Communication, Social Interaction, and Augmented Communication

This course is designed to provide teachers with the skills and tools needed to address the needs of students whose significant disabilities make communication and social interaction challenging. Candidates will develop a basic understanding of communication development from pre-intentional behavior through life. Candidates will learn to assess early communication development with a focus on the functional use of communication in a social world, and how to develop and support communication intervention within an educational setting.

SPED MS 236 Teaching Social Interactions and Utilizing Augmentative and Alternative Communication

This course is designed to provide teachers with the skills and tools needed to support the complex communication needs of students with orthopedic impairment, other health impairments, deaf/blind and multiple disabilities. Candidates will understand the components of an AAC system, and will be provided with exposure to devices to support a range of needs. Candidates will understand how to select appropriate devices based on a student's profile, and participate in the selection and procurement process of obtaining technology for students.

Grade and Program 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. All modules within a course must be passed at a C or higher in order for a candidate to receive course credit. 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 and Intern courses must be retaken and results in candidates’ placement on Academic Probation for all grades of C-or below.
Pass/Fail	A candidate who receives a Fail grade must retake the course and is placed on Academic Probation.

Grade and Grievance 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 Grievance](#), 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.**

If at any time the match between an Intern YSCTC Field Supervisor is perceived as being unsuccessful for any reason, the match may be revised/reassigned by the Program. The intern candidate must follow the steps outlined in the [Field Supervisor Request for Reconsideration](#) document.

Course work policy

All coursework and projects are to be submitted electronically by the assignment due date to Canvas LMS, unless an Instructor has specified otherwise. If a candidate has any outstanding coursework, they must speak with the instructor. It is the instructor’s discretion whether or not to accept late assignments. Any outstanding coursework must be handed in by the last day of the course in order to receive credit.

Performance Requirements

To be successful in the Intern Program, Intern teacher candidates must:

- Attend, actively participate in all classes and successfully complete coursework and modules within a course with a grade of C or better
- Be observed regularly by their Field Supervisor and participate in post-observation coaching meetings
- Maintain a minimum overall GPA of 3.0
- Complete and pass 4 semesters of Field Supervision
- Maintain and hand in their Support Log, evidencing 144 general/45 EL hours of support per year
- Demonstrate growth towards competence in meeting the Teaching Performance Expectations (TPEs) as well as any other requirements of the California Commission on Teacher Credentialing
- Adhere to all terms and agreements on the Candidate Agreement form
- Pass all required exams and certifications required for the credential (Ex: CBEST, CSET, RICA, CPR certification)
- Pass CalTPA (*Multiple Subject candidates only*)
- Be in good financial and academic standing
- Meets all Ethical and Professional Standards, including all Professional Dispositions
- Maintain positive employment within a school district (Candidates that are dismissed/terminated, or non-re-elected from their teaching position due to school misconduct, or have had a credential disciplinary action may not be allowed to continue in the intern program).

Dismissal from the Intern Program may result if a candidate does not meet the Intern Program performance requirements.

Special Considerations Policy

Disability Accommodations Statement:

The Yolo Solano Center for Teacher Credentialing strives to make all learning experiences as accessible as possible. If a student anticipates or experiences academic barriers based on a disability (including mental health, chronic or temporary medical conditions), the instructor should be notified so that options can be discussed privately and accommodations can be implemented in a timely fashion. Candidates with disabilities should meet with (or contact) the YSCTC Program Director upon enrollment to provide documentation of their disability or chronic illness and to assure the course instructor is informed. If a candidate needs course adaptations or accommodations because of a documented disability or chronic illness, they should make an appointment with the Instructor prior to the first class session so that reasonable accommodations can be made.

Attendance

Candidates are expected to attend all classes -including online/distance learning classes. If an absence is unavoidable (illness, Back-to-School Night, family emergency, etc.) the candidate is expected to

communicate directly with the instructor in advance. If candidates miss class for any reason, the burden is on the candidates to make up the work. Instructors will provide any learning materials and remind the candidates of assignments due. It is not the instructor's responsibility to make up the instructional time with the candidate in the form of a personal tutorial or lecture. Candidates who missed class should obtain class information from the other candidates who were present during class. Candidates 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.

Video Recording

Video recording of Intern candidates is for instructional purposes, such as classroom observations, remote meetings, and field supervision. These videos are archived in YSCTC's learning management system as a part of the Intern's fieldwork and clinical practice experience and will not be shared unless all parties involved have given specific written permission to do so or unless required by law.

Candidates must be employed in a district that permits video capture to be used for reflection of clinical practice (CTC SPED Program Standard 3C.3), 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 students for which they do not have media permission slips.

Student Confidentiality Guidelines

When recording classes (whether in class or remote) as part of the Intern program field supervision observation requirements or other requirements, intern teachers should inform their students that the class will be recorded for instructional purposes. While recording, intern teachers should be mindful to not disclose any personally identifiable student information beyond the nonconsensual disclosure of designated "directory information" (name, class enrollment, and grade level). Examples of information not to disclose are which students receive special education services or who has been absent from school. If personal information is disclosed on a recording, that information should be redacted prior to sharing the recording.

Change in Academic Status Policy

Academic Probation

Candidates are expected to attend all assigned class sessions, complete all course and fieldwork assignments, and meet all program academic and performance requirements. Candidates within the Intern Program are expected to earn a minimum grade-point average (GPA) of 3.0 each semester and maintain a minimum overall GPA of 3.0. If a candidate's GPA is below this minimum standard (either at the end of the semester or overall), then they will be placed on Academic Probation and a Support and Assistance plan may be developed to support the candidate. Field Supervision is graded as a pass/fail course. A candidate that does not pass Field Supervision will be placed on academic probation.

If a candidate has not met program academic requirements the Program Director will schedule a meeting with the candidate to review the expectations of the program, place the candidate on probation and discuss support options. At the conclusion of the following course a review of the candidate's progress will be conducted and probation will be lifted or the candidate may be dismissed from the program if academic progress does not improve to meet the intern program performance requirements.

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.

Inactive Status

Intern Teacher Candidates who are no longer employed as the "Teacher of Record" in their district will be considered inactive and their intern credential will be suspended. This will require notification to the California Commission on Teacher Credentialing. The Commission will document the expiration of the Intern credential.

Leave of Absence Status

Intern Teacher Candidates who need to take a leave of absence from the program must discuss this request with the Intern Program Director

Withdraw -Intern Program

Withdrawing from an Intern position and the YSCTC 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 Intern Program will require review by the YSCTC Program Director. The candidate must be in good financial and academic standing to re-enroll. If accepted for re-enrollment in the YSCTC 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:

- 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/modules prior to completing their program for a preliminary teaching credential as determined by the Academic Review Committee.
- 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. 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.

Field Supervision for Interns

Candidates must be working a minimum of 12 weeks per semester in their school district to meet the required field supervision hours of support. Field Supervision in the Intern Program is graded on a pass/fail basis. All candidates must pass the final two consecutive semesters of supervision. All added semesters of supervision result in added tuition.

At the end of each semester, using the evidence gathered through observation/debrief/reflection cycles, the Field Supervisor in collaboration with the Program Director determines and assigns a performance-based grade of either a Pass or Fail for the semester.

The Program Director and Field Supervisor are in regular contact throughout a semester regarding a candidate's progress. If a candidate is experiencing difficulty in making progress on coursework and fieldwork, the Field Supervisor will discuss concerns with the Program Director. An action plan developed and steps will be taken to support the candidate in improving to earn a grade of Pass. A candidate will not receive a grade of Fail without an Improvement Plan Contract being created and put into place. The goal is for each candidate's specific growth needs to be addressed, supported and met. Candidate progress will be reviewed by the Program Director and relevant Intern Program staff.

The Intern Program and Field Supervision strive to increase and develop each candidate's knowledge, skills, dispositions, and effectiveness, so that candidates graduate the Intern Program with a solid level of expertise, professionalism and preparation.

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, sexual orientation, gender identity, or gender expression 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 program 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

Candidates are expected to demonstrate honesty and integrity in all aspects of their academic work. Academic dishonesty includes cheating, plagiarism, falsification of records or documents, personal misrepresentations, theft, and evasion of YSCTC/DJUSD Intern Program financial obligations. Cheating consists of any utilization of unauthorized assistance during the course of an academic activity, assignment, or assessment. Plagiarism includes copying or

utilization of text, phrases or concepts without proper citation. Assisting another individual to violate academic honesty and integrity policies is also a violation.

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 candidate 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 candidate 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.

The sanctions for academic dishonesty violations are determined by the course instructor and/or the Academic Review Panel. Sanctions range from less severe to more severe, depending upon the violation. Sanctions may range from:

1. Failure of the assignment with no make-up option for the assignment
2. Failure of the course with no option to drop or transfer from the course
3. Expulsion from the Intern Program
4. Placement of a Disciplinary letter in the Intern Program file

Sanction 1 can be imposed by the course instructor alone. Sanctions 2-4 will be determined by the Academic Review Panel. The Academic Review Panel will include a course instructor, and at least two Program Administrators.

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.

Policies

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.

Any staff member, parent, student, community member or applicant who has a complaint regarding an employee, a district policy, or other condition of the Davis Joint Unified School District may submit the complaint by completing a complaint form and filing it with the school principal or appropriate District administrator.

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. More information can be found [here](#).

Nondiscrimination

Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities. Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal. A student or parent/guardian who believes that discrimination has occurred may contact the principal for immediate resolution at the site. A student or parent/guardian is not required to attempt resolution through the school site before contacting the District Title IX Coordinator.

Davis Joint Unified School District desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board of Education prohibits, at any district school, or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnicity, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

View the Davis Joint Unified School District's [Board Policy regarding Nondiscrimination](#) and school district information about Title IX, which is a federal law that protects against sex discrimination.

If you believe you have experienced unlawful discrimination, harassment, intimidation or bullying immediately contact the school principal of the involved site and/or the Director of Student Support Services at (530) 757-5300 x140 to report the incident and/or to file a complaint

Title IX Sexual Harassment Complaint

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. Seq. (Title IX) prohibits discrimination on the basis of sex in education programs and activities that receive or benefit from Federal financial assistance. Generally, a school district may not excuse, deny or provide different or lesser services to applicants or beneficiaries on the basis of sex. Sex discrimination includes a hostile environment created by sexual harassment or sexual violence in the education setting. Title IX complaints can be filed by completing a complaint form and returning it to the Director of Student Support Services in Davis Joint Unified. More information can be found [here](#).

Technology Policy -Acceptable Use for Students and Employees

The Yolo Solano Center for Teacher Credentialing as part of the Davis Joint Unified School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason. The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system. Each student who is authorized to use district technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement. [The Acceptable Use of Technology Agreement can be found here](#).

The Davis Joint Unified School District authorizes district employees to use technology owned or otherwise provided by the district as necessary to fulfill the requirements of their position. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason. The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system. The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use of the system. Each employee who is authorized to use district technology shall sign this Acceptable Use Agreement as an indication that he/she has read and understands the agreement. [The Acceptable Use of Technology Agreement 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.

Health and Safety

The Davis Joint Unified School District 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 a large orange rectangular background. The text "Enter Center Teach" is written in a bold, dark blue font. The word "Enter" is on the left, "Center" is in the middle, and "Teach" is on the right. There are two circular icons, each containing a stylized sun or gear, positioned between "Enter" and "Center", and between "Center" and "Teach".

Staff

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