



**North Coast School of Education**



# **“Be A Teacher” Intern Program Handbook**



North Coast School of Education • Sonoma County Office of Education  
5340 Skylane Blvd. Santa Rosa, CA 95403





## Accredited Credential Programs

### District Intern/Preliminary Programs

- Education Specialist Intern (SPED):
  - Mild/Moderate (M/M)
  - Moderate/Severe (M/S)
- Multiple Subject Intern (MS)
- Single Subject Intern (SS)

### Clear Credential Programs

- Designated Subjects Adult Education (AE) [*Preliminary and Clear*]
- Designated Subjects Career Technical Education (CTE) [*Preliminary and Clear*]
- Education Specialist (SPED) [*all subject areas*]
- General Education (GE) - Multiple Subjects (MS) and Single Subjects (SS)

*Acknowledgments are given to the following institutions for their guidance in the development of the “Be A Teacher” Intern programs: Tulare County Office of Education (TCOE) • San Joaquin Office of Education (SJOE) • Sacramento County Office of Education (SCOE)*

## Sonoma County Office of Education

North Coast School of Education  
5340 Skylane Blvd, Santa Rosa, CA 95403

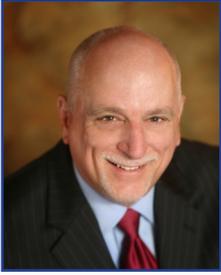
[www.ncsoe.org](http://www.ncsoe.org)

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## Contents

Welcome from the Superintendent of Schools.....	4
Welcome from the Executive Director.....	5
Credential Preparation Program Information.....	6
California’s Learning to Teach System.....	6
Demonstrating Subject Matter Knowledge.....	7
Examinations (CSET Multiple Subject and CSET Single Subject).....	7
About the “Be A Teacher” Intern Program.....	7
North Coast School of Education’s Vision.....	8
Program’s Core Learning Outcomes.....	8
Introduction.....	8
Establishment of Intern Cohorts.....	9
Admissions.....	9
Intern Eligibility.....	9
Advisement and Support.....	10
Framework for Teaching – Pre-Service Requirement.....	10
Intern Support and Supervision.....	10
Intern Instruction & Assessment.....	10
Professional Conduct.....	11
Professional Code of Conduct.....	11
Practicum Supervision.....	12
Practicum Supervisor Visits.....	12
Characteristics of Practicum Supervisors.....	13
SCOE Educational Resource Services.....	13
Intern Progress Requirements.....	13
Employment Status.....	14
“Be A Teacher” Program Status.....	14
“Be A Teacher” Grading Scale.....	15
Program Probation.....	15
Request for Reconsideration of Grade.....	15
Grievance and Appeal Process.....	16
Special Considerations/Accommodations Policy.....	16
Early Completion Intern Option (ECO) Policy.....	16
Summative Assessment of Intern Performance.....	17
Introduction of the New Teaching Performance Expectations (TPE).....	17
Subject-Specific Pedagogical Skills.....	21
edTPA Support.....	21
Demonstrating 21st Century Skills.....	22
Canvas Learning Management System (LMS).....	23
Tuition.....	24
Program Completion.....	24
Required Coursework.....	25
Education Specialist Preliminary Teaching Credential - Mild/Moderate.....	25
Education Specialist Preliminary Teaching Credential - Moderate/Severe.....	26
Multiple Subject Preliminary Teaching Credential.....	28
Single Subject Preliminary Teaching Credential.....	29
“Be A Teacher” Course Descriptions.....	30
Pre-service Coursework (10 units).....	30
“Be A Teacher” Intern Program Coursework.....	32

## Welcome from the Superintendent of Schools



5340 Skylane Boulevard  
Santa Rosa, CA 95403-8246  
(707) 524-2600 | scoe.org

Welcome to the North Coast School of Education (NCSOE).

You join approximately 950 other participants from multiple counties who are pursuing preliminary and clear teaching credentials. State law requires teachers to complete a California Commission on Teacher Credentialing (CCTC) accredited teacher or intern program in order to be recommended for a California teaching credential.

This program overview outlines the courses and services available for candidates through NCSOE's "Be A Teacher" Intern Programs. Services include regular coaching, personalized professional development that is integrated with school and district goals, and competency indicators required for program completion.

As Sonoma County Superintendent of Schools, I am a strong supporter of this program and am honored to host the NCSOE regional office in Sonoma County. My educational initiatives have always focused on service to students, service to districts, and service to the community. I believe that one of the best ways to maximize support for education is through collaborative projects centered on building:

- A well-educated, career-ready workforce
- A vital, healthy, and engaged student community
- Educational programs that support early literacy for all students
- A strong cadre of teaching professionals effectively using 21st century instructional practices to fully engage young people in learning.

The North Coast School of Education's deep commitment to teaching and learning has helped shape the "Be A Teacher" intern experience and is one of the most innovative programs in our state. I wish you the best as you pursue your career in the education field.

Sincerely,

A handwritten signature in blue ink that reads "S. Herrington". The signature is fluid and cursive, written in a professional style.

Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools

## Welcome from the Executive Director



*If your actions  
inspire others to  
dream more, learn  
more, do more and  
become more,  
you are a leader.*

*- John Quincey  
Adams*

The North Coast School of Education’s “Be a Teacher” Intern Programs are an alternative pathway to acquiring a teaching credential that prepares candidates to become teachers for elementary, middle, high school and special education. Candidates begin with Pre-service modules leading to an Intern Credential, are employed and paid by the school district, are the “Teacher of Record” for their classrooms, work closely with a Practicum Supervisor, and attend evening or weekend classes in a cohort model.

The “Be A Teacher” Intern Programs provide interested candidates with Commission accredited Pre-service modules, courses, resources, credentialing services, and technical assistance aligned to the California Teacher Performance

Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP). Support comes from a variety of sources – course instructors, practicum supervisors, cohort peers, and an on-site mentor who work together to ensure your success.

As Executive Director, I am a strong advocate of initiatives that support student learning and new teachers as they begin their careers in the education profession. This year’s program goals are established to actively support teachers, administrators, and students in the achievement of 21<sup>st</sup> Century innovative practices; support teachers with California State Standards; provide technical assistance and mentoring to teachers and districts on the TPEs and CSTP; support teachers in the use of assessment data and lesson planning; and support county and district wide initiatives focused on improving student achievement throughout the region.

Upon completion of a “Be A Teacher” Intern Program and credential requirements, candidates will be recommended for a California Preliminary Credential.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jason Lea". The signature is fluid and cursive, with a large loop at the end.

Jason Lea  
Executive Director  
North Coast School of Education

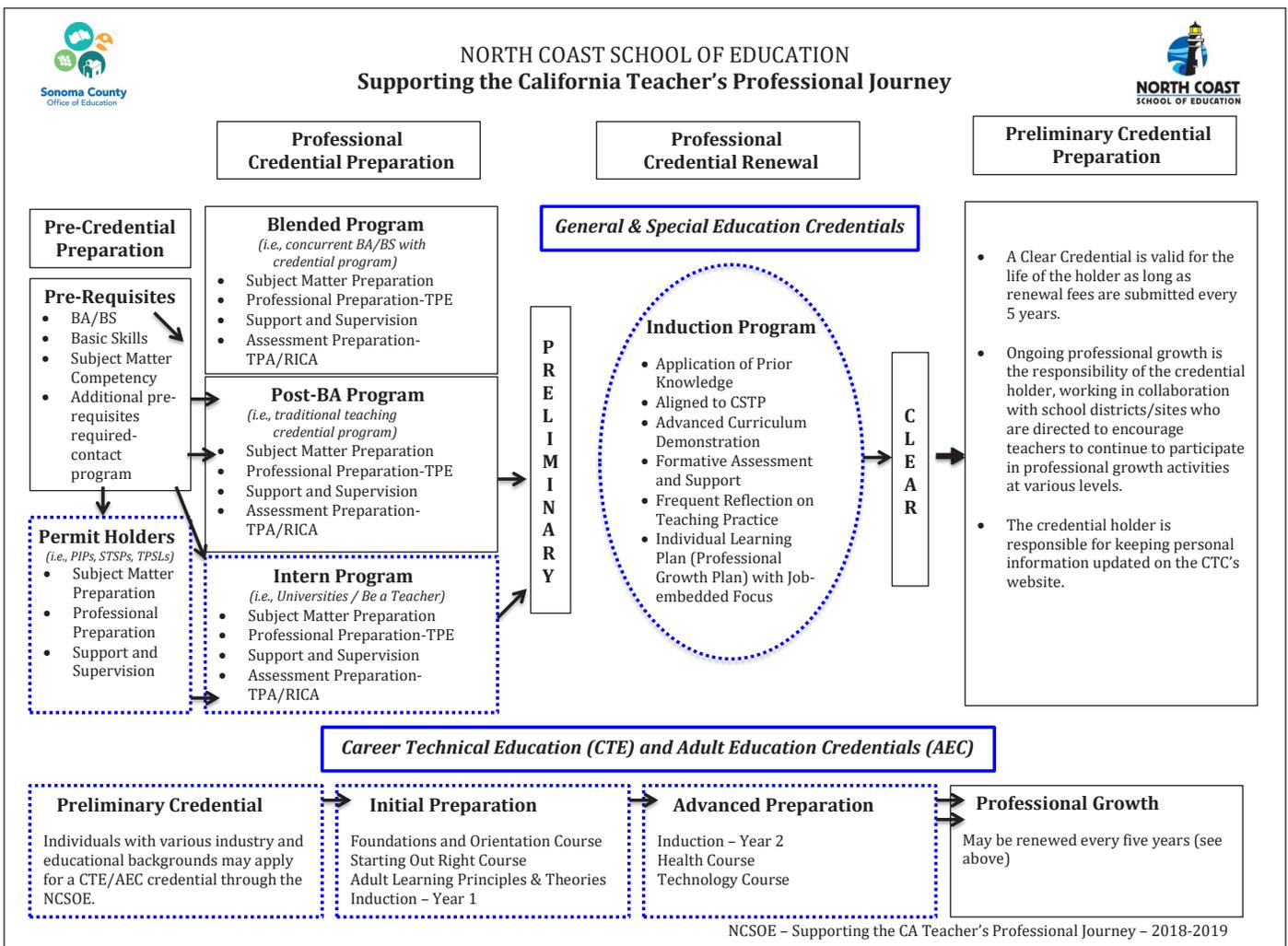
## Credential Preparation Program Information

The teacher preparation programs at the Sonoma County Office of Education’s North Coast School of Education (NCSOE) are approved by the California Commission on Teacher Credentialing (CCTC) to prepare Interns for teaching in both general and special education classrooms in elementary, middle and high schools. Interns participate in a comprehensive program that combines academic preparation (coursework) with extensive experiences in schools (embedded fieldwork).

Interns who successfully complete the program are eligible to be recommended for a preliminary credential as defined in California’s Learning to Teach System. Professional Clear credential preparation serves to create a teacher-training model that supports NCSOE’s commitment to life long learning and ongoing professional development.

## California’s Learning to Teach System

In California, learning to teach is a multi-tiered process as shown in the graphic below. As Interns begin pre-service or preliminary preparation at NCSOE, they are entering the first phase of this process. Each phase of the process is designed to advance their development, as they become a professional teacher. The completion of each phase is associated with a particular type of credential: a preliminary credential, a clear credential, or a renewed credential.



## Demonstrating Subject Matter Knowledge

The California Commission on Teacher Credentialing requires teachers to demonstrate two general kinds of knowledge and skills:

1. Knowing how to teach, which is demonstrated by completing an approved teacher education program (such as the North Coast School of Education “Be A Teacher” Intern Program); and
2. Knowing subject matter, which is demonstrated either through academic coursework or thorough examination. The Commission on Teacher Credentialing (CTC) establishes the standards for subject matter knowledge.

## Examinations (CSET Multiple Subject and CSET Single Subject)

Interns must verify subject matter competence by passing all portions of the appropriate California Commission on Teacher Credentialing approved subject matter examination(s).

The Commission-approved subject matter examinations that verify subject matter competence for Multiple Subject and Single Subject Teaching Credentials are the California Subject Examinations for Teachers (CSET).

All Interns are required to pass all portions of the CSET prior to enrollment in the academic program (coursework).

*It is the responsibility of the participant to pass state- or program-required tests (i.e. CSET, edTPA, RICA, CalAPA, etc.). While coursework and fieldwork instructors and staff provide support, they are bound by specific ethical guidelines outlined by the state around such assessments, and do not replace the responsibility of and need for participants to read, review and adhere to official requirements and resources for taking state- or program-required tests.*

## About the “Be A Teacher” Intern Program

The “Be A Teacher” Intern Program is a district intern program founded in 2015, and sponsored by a consortium of local school districts and coordinated by the Sonoma County Office of Education (SCOE). Beginning in 2016, several districts reported teacher shortages in areas of special education, math, science and multiple subjects. District intern programs are accredited by the California Commission on Teacher Credentialing (CTC) and provide an alternative route to earning a teaching credential. To assist districts in addressing the current teacher shortage in California, SCOE offers a satellite network in partnership with other counties throughout the region.

District intern programs are similar to traditional university internships in that the Intern is both the teacher of record in the classroom and a full-time student. In a university Intern program, Interns are employed by the district and are enrolled full time in the university’s teacher preparation/educational program. In a district intern program, Interns are employed by partnering districts and are enrolled full-time in an accredited intern program that delivers the teacher preparation program. The “Be A Teacher” Intern Program applies the concept of the district internship to a county-wide consortium model with the county office providing coordinated professional development and geographically convenient delivery of a comprehensive teacher-training program to Interns throughout the county. Upon completion of the program, Interns are eligible for a professional teaching credential. Funding to operate the “Be A Teacher” Intern Program is generated from three sources: SCOE funding, Intern tuition/fees, and district in-kind support.



Multiple Subject, Single Subject, and Education Specialist Interns are awarded a California Preliminary Teaching Credential upon successful completion of the four-semester program and all credential and exam requirements. They then move into the induction phase of their program, culminating in a California Professional Credential. Teacher Induction offers an Early Completion Option (ECO).

## North Coast School of Education’s Vision

The vision of the North Coast School of Education (NCSOE) is to develop a workforce of teachers and leaders who engage in research-based educational practices, understand the importance of preparing students for college and career readiness, and who possess 21st century skills to develop and implement innovative methods and ideas in California public classrooms, schools and districts.

NCSOE exemplifies the notion that learning is creative, rigorous, relevant, relationship-driven, and incorporates inquiry and reflection in ongoing professional growth.

## “Be A Teacher” Intern Program Learning Outcomes

The “Be A Teacher” Intern Program exemplifies the notion of engaging interns in relevant learning opportunities that are rigorous, standards-based, relationship-driven, and incorporate ongoing reflection for professional growth.

Accommodations and modifications to meet the needs of all students, particularly English language learners (ELL) and students with disabilities will be provided throughout the courses.

## Program’s Core Learning Outcomes

1. Graduates demonstrate expertise in developing and implementing relevant and rigorous curriculum. Graduates work collaboratively to design systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
2. Graduates demonstrate and sustain a practice of innovation, creativity, and 21st-century reform.
3. Graduates understand the importance of educational research and theories. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates are life-long learners, who develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice.
4. Graduates are creative, collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.



## Introduction

Intern Programs create alternative certification pathways for individuals to enter teaching while learning on the job. “Be A Teacher” Interns can earn Preliminary Multiple Subject, Single Subject, or Education Specialist Credentials.

### Advantages to earning a credential through the “Be A Teacher” Intern Program:

- Coursework and professional development are designed for employed teachers and address local context
- “Just-in-time” coaching from an on-site Mentor
- Intensified coaching and learning-focused supervision from a Practicum Supervisor (approx. 18-20 visits/year one, 10-12 visits/year two)
- Established cohorts offer support and collaboration between Interns
- Preparation for state-required Reading Instruction Competence Assessments (RICA) and California Subject Exam for Teachers (CSET)
- Practice and Support for completing Teaching Performance Expectation Assessments (edTPA)
- Low cost tuition, which includes books and materials

### **Benefits to the district:**

- Produces highly qualified teachers, with a high retention rate
- Recruits non-traditional Interns, including higher proportion of under-represented minorities
- Director and program staff are accessible and responsive.

### **Establishment of Intern Cohorts**

The “Be A Teacher” Intern Program operates cohorts of up to 30 Interns each. Participation in cohort groups is strongly linked to Intern success; therefore, cohorts remain intact for the duration of the program. Interns may not switch cohorts without specific permission from the Executive Director.

Additional cohorts may be established to fulfill individual district and/or geographic need in accordance with applicable program policies, guidelines and procedures.

### **District Participation**

Participating districts must sign a Memorandum of Understanding (MOU) Co-Sponsor Agreement. The MOU Co-Sponsor Agreement must be returned to the Sonoma County Office of Education prior to the issuance of the prospective Intern’s certificate. Participating school districts must agree to provide qualified veteran teachers/Mentors for “just-in-time” coaching and support to Interns participating in the “Be A Teacher” Intern program.

### **Admissions**

The program encourages and considers all Interns who apply to the North Coast School of Education. Interns are accepted on a first-come, first-serve basis from diverse cultural, linguistic, and academic backgrounds, as well as re-entry from a variety of other professions.

Those Interns meeting the preliminary Commission requirements, dispositions for teachers, and professional commitment to inquiry are encouraged to apply.

### **Intern Eligibility**

Every “Be A Teacher” Intern is a district employee; therefore, Interns must meet that district’s employment criteria.

In addition, Interns must meet the legal requirements of the California Commission on Teacher Credentialing (CTC) for a district intern credential:

- Hold a **Bachelor’s degree** or higher from a regionally-accredited college or university
- Meet **fingerprint clearance** through a valid Certificate of Clearance
- Complete the **California Basic Educational Skills Test (CBEST)**
- Meet **subject matter** requirement(s); all sections of the appropriate CSET/Multiple Subject or CSET/Single Subject examinations have been passed, or completion of a CTC approved Subject matter Preparation Program (Single Subject Interns only)
- Meet **U.S. Constitution** requirement
- **Have not previously held an Intern Certificate**
- Successfully completed the **“Be A Teacher” Framework for Teaching pre-service** (150-hours)
- Verified **employment in a cooperating school district**. (Interns must provide an employment agreement verification letter)
- Interns must enroll with a **state approved program of support, supervision and coursework**

District Interns meeting these requirements may be considered for referral into the “Be A Teacher” Intern Program. Employed Interns may only be enrolled in the “Be A Teacher” Intern Program’s two-year coursework through the recommendation of a participating district.

## Advisement and Support

Throughout the “Be A Teacher” Intern credential program, Interns receive multiple advisements from staff to track their progress and support completion.

## Framework for Teaching – Pre-Service Requirement

To be considered for “Be A Teacher” Intern participation, Interns must successfully complete the 150-hour Framework for Teaching pre-service requirement or demonstrate equivalent coursework at a university.

## Intern Support and Supervision

The “Be A Teacher” Intern Program follows specific California Commission for Teacher Credentialing guidelines for Intern instruction, assessment, and support. Program faculty provides instruction and assessments while districts are jointly responsible for providing Interns with the support and supervision. The Intern support system is described below.

### *District Support*



Districts must provide “Be A Teacher” Interns with the support of a qualified veteran teacher/Mentor who has been identified in accordance with the Commission and district procedures. Mentors will follow district and program guidelines for supporting and coaching Interns. During the school year, it is recommended that the Intern and Mentors should have an average of approximately one hour of weekly contact and “just-in-time” coaching/support. Mentors will be provided with training specific to the requirements of the program and the needs of the Interns in context of district needs.

The Interns will record hours of support and supervision provided by district personnel (per district requirements) on the *Intern Support Log* within the Intern’s NCSOE account. The “Be A Teacher” Intern program will provide guidance, oversight and online access for the Intern Support Log.

The Site Administrator is responsible for on-going observation, assessment, and annual evaluation of the Intern as an employee of the district, in accordance with district policies and procedures. Site Administrators of Interns will be invited to attend a program orientation session and participate in a minimum of **four annual meetings** with the “Be A Teacher” *Practicum Supervisor*. During these meetings, the Site Administrator and Practicum Supervisor will exchange information and feedback regarding the Intern’s progress in the program.

On an annual basis, the Site Administrator will evaluate the Intern’s performance as a teacher, using the district’s own assessment instrument. The annual evaluation is a legal requirement of intern programs; therefore Practicum Supervisors will have access to evaluations in order to provide coaching in areas needing growth.

### *Program Support*

The “Be A Teacher” Intern Program faculty members provide Intern instruction and assessment. The Executive Director hires Instructors and Practicum Supervisors to deliver instruction and monitor Intern progress. They will collaborate with the Intern and Site Administrator to assure that the Interns receive the feedback and support necessary to succeed in the “Be A Teacher” Intern Program.

## Intern Instruction & Assessment

The “Be A Teacher” Intern program Instructors and Practicum Supervisors are recruited, screened and selected by SCOE’s North Coast School of Education “Be A Teacher” Intern Program. While the Instructors will be employed on a course-by-course basis, the Practicum Supervisors are employed on a yearly basis to encourage

continuity of Intern assessments.

New Instructors and Practicum Supervisors attend an orientation session, which provides an overview of the program and defines the specific role and responsibilities each individual will play in the support and supervision of Interns. In addition, cohort team meetings are held bi-annually. Instructors and Practicum Supervisors for each cohort review course descriptions and establish the common instructional and Intern performance standards and expectation to be utilized.



Instructors provide classroom instruction for each course offered through the “Be A Teacher” Intern Program. Each Instructor grades Interns based on attendance, class participation and completion of assigned course work.

Practicum Supervisors are responsible for the observation and assessment of each Intern. This includes between 10-20 observations and post-conferences of each Intern during the school year. Input from Site Administrators regarding each Intern’s progress is sought regularly. The Practicum Supervisors issue grades, which reflect each Intern’s progress and performance as a classroom teacher.

Course schedules and locations are provided to Interns prior to the commencement of each semester. These are also available online in Canvas.

The program includes coursework plus the ongoing practicum. Courses are held two nights per week, three hours per night. Each course is worth 1 or 2 units for a total of 30 units over the two-year time frame.

## Professional Conduct

Interns represent NCSOE’s teacher preparation programs. It is important that conduct, actions and demeanor be professional.

Interns, program staff and faculty 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 behavior that is disruptive, offensive or reflects bias of any kind. All members of this innovative learning community agree to maintain personal and academic integrity, including refraining from [plagiarism](#). Alcohol, drugs, tobacco, and weapons are prohibited on the SCOE campus.

## Professional Code of Conduct

Interns serve as a role model for their students, colleagues, and the community. A professional teacher has a set of dispositions, competencies, and knowledge to work effectively with children, parents, and the community. It also means behaving in a professional and ethical manner in all situations. The following behaviors are a code of conduct and set of expectation for behavior as a teacher and as a participant in the “Be A Teacher” Intern Programs.

- Be professional always. Teachers will dress, speak, and conduct themselves at all times in the manner of true professionals.
- Know the rules, regulations, policies, curriculum, and facilities of your school and district.
- Use discretion. Your students and their families have a right to privacy. Only share information with those that need to know to help you solve a problem or understand an issue better. Refrain from engaging in “teachers’ lounge” gossip about individual students, parents, or anyone in the school system.
- Communicate with parents as appropriate and in all forms determined by the school district.

- Participate in all aspects of the school program—staff meetings, open house, back-to-school, parent conferences, in-service meetings, and other school-related activities.
- Treat every pupil as equal in worth. Favoritism must be recognized and avoided.
- Prepare written instructional plans in a manner acceptable to both the principal and practicum supervisor. Participate fully and enthusiastically in program activities.
- Be prompt for classes and complete all assignments to the best of your ability.
- Communicate with the instructor before an absence.
- Take responsibility for contacting the instructor to complete missed assignments and obtain class notes.
- Keep Practicum Supervisors informed of your schedule, teaching activities you are planning, and unmanageable problems, which may arise. Contact the Practicum Supervisor if you have a change in schedule for the class observation. Interact with your site Mentor and other program support staff in a professional manner accepting feedback with a positive attitude.
- Respond in a timely manner to any requests for information from program staff, faculty, credential office, and/or Commission on Teacher Credentialing.
- Respect the confidentiality of your peers and cite any reference used in your work.
- Maintain the attitude of an innovative, reflective learner.

**Consequences for violation of the Professional Conduct Policy**

- First Offense: Assignment and/or course failure; Conference with Executive Director
- Second Offense: Dismissal from the program

**Practicum Supervision**

**Practicum Supervisor Visits**

The Practicum Supervisor assigned to each Intern visits his/her classroom regularly; approximately 18-20 times (twice a month) during year one and 10-12 times (once a month) during year two. Every Intern’s needs are unique; therefore this schedule may be adjusted to accommodate learning needs of the Intern.

The “Be A Teacher” Intern Program grounds an effective philosophy in the “just-in-time” coaching model — that of expert and novice. A variety of instruments will be used to gather information to guide the learning of the Intern. It is the expectation that the Intern will heed the advice of the Practicum Supervisor. Determination of progress is based on the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE) and the Intern’s growth toward competence in those domains.

To make these visits more productive, Interns should provide the Practicum Supervisor with the information listed in the box below. It is suggested that these materials be uploaded into the *Canvas Learning Management System* prior to each visit.



### “Preparing for the Practicum Supervisor Visit” Upload

- Weekly lesson plans (*may include plan book or electronic planner*)
- Detailed lesson plan for the lesson that will be observed
- Student materials being used in the observed lesson  
(*to help the Practicum Supervisor follow along*)
- Seating chart

### Characteristics of Practicum Supervisors

“Be A Teacher” Practicum Supervisors:

- Know the California Standards for the Teaching Profession (CSTP), California Academic Content Standards and California Standards for the grade levels(s) and subjects(s) for the classrooms in which they will conduct observations;
- Know and understand the Teaching Performance Expectations (TPE);
- Collaborate and communicate effectively with other members of the faculty and of an Intern’s support team;
- Suggest a variety of instructional strategies to engage all students in learning;
- Recommend strategies for creating and maintaining safe and effective classroom environments for student learning;
- Understand the importance of scaffolding learning so that all students have access to the core curriculum;
- Recognize strategies for differentiated instruction and assessment for all students including English learners and students with special needs;
- Encourage and support Interns in developing and implementing a variety of teaching strategies;
- Share specific, written, constructive feedback that provides each Intern with sufficient information to facilitate reflection-on practice and coaching; and
- Confer regularly with school Site Administrations, Instructors and Mentors to problem-solve any difficulties related to the Intern.

### SCOE Educational Resource Services

In addition to the support of “Be A Teacher” faculty and staff, Interns also have access to the [SCOE](#) and [NCSOE](#) resources. Both sites house a wealth of materials and information aimed at supporting new teachers.

### Intern Progress Requirements

“Be A Teacher” Interns will be retained in the program provided they:

- Maintain their **employment status** as a teacher in the employing district, and
- Continue to make **progress towards successful completion** of the teacher preparation program (program status).

Interns who fail to maintain *program status* (see below) may be retained as an employee of the district, although their Intern Credential will be invalidated. A “Be A Teacher” Intern who fails to retain employment status, however, **cannot remain in the program**.

***Interns who leave the program prior to completion may not receive a second Intern Certificate to complete this, or any other, teacher intern program in the State of California.***

## Employment Status

California law requires that Interns maintain employment in order to be enrolled in an intern credential program. The employing district determines the employment status of each Intern. Evaluation of the Intern, from an employment perspective, is done in accordance with the procedures and time lines set out by each individual district. **Interns whose employment relationship is severed or altered, for any reason, must be immediately removed from the “Be A Teacher” Intern Program and their Intern Certificate invalidated.** Participating districts are required to notify NCSOE of any change in the Intern’s employment status, including reassignments, separations and/or leaves of absence, by submitting an *Intern Employment Status Form*.

Intern requests for leave of absence from the “Be A Teacher” Intern Program, except for a medically mandated leave, must be initially filed with the district. The district will review the request and forward it, along with a recommendation that the request be granted or denied, to the “Be A Teacher” Program Director for action.

During the course of their participation in the “Be A Teacher” Intern Program, Interns are considered probationary. Upon completion of the program, every certificated employee who has completed service as a district intern pursuant to subdivision (b) of Section 44325 and pursuant to Section 44830.3 and who is further reelected and employed during the succeeding school year as described in subdivision (a) shall, upon reelection for the next succeeding school year, to a position requiring certification qualifications, be classified as and become a permanent employee of the district (Ed Code Section 44885.5).



## “Be A Teacher” Program Status

“Be A Teacher” Interns must successfully complete coursework according to the annual class schedule. Interns are placed in cohorts joined by Interns from other districts within their geographic region. Classes will be scheduled to take place at times and locations as convenient as possible to the Interns.

To be successful in the program, the Intern teacher must:

- Attend and participate actively in all classes. Punctual, consistent attendance is required
- Be observed by and participate in post-observation conferences with Practicum Supervisors and adopt the attitude of an innovative, life-long learner
- Maintain a grade point average of 3.0
- Complete 4 semesters of practicum with a “Meets Competency Rating”
- Interact weekly with site Mentor and document interaction on a support and supervision ePortfolio log
- Demonstrate growth towards competence in meeting the Teaching Performance Expectations as well as all other requirements of the California Commission on Teaching Credentialing
- Take and pass the RICA (Education Specialist/Multiple Subject)
- Complete EdTPA (Multiple Subject/Single Subject)

Instructors will deliver classroom instruction to the Intern cohort, and submit a written grade for each Intern’s performance based on attendance, participation and completion of assigned coursework. Review course syllabus for course expectations within the Canvas LMS.

The Practicum Supervisor will be knowledgeable of the classroom instruction being taught and will conduct at least ten observations of each Intern during the school year. The Practicum Supervisor will evaluate the Intern’s performance as a classroom teacher and assess success in translating instructional concepts into sound and effective instructional practices. The Teacher Performance Expectations will guide the observation and reflection process.

The Practicum Supervisor will also submit a written semester grade for each Intern’s performance. Performance

will be rated as defined by the Practicum Supervision Rubric and Grade Notice. At any time that the Practicum Supervisor assesses the Intern to be making less than adequate progress, the Intern will be notified of Corrective Action Required.

**“Be A Teacher” Grading Scale**

Grades	Minimum Score	Grade-Point Equivalent
A	93%	4.0
A-	90%	3.7
B+	87%	3.3
B	83%	3.0
B-	80%	2.7
C+	77%	2.3
C	73%	2.0
C-	70%	1.7
D+	67%	1.3
D	63%	1.0
D-	60%	0.7
F	0%	0.0

**ATTENDANCE  
AND TARDY POLICY**

**Attendance is mandatory** and on-time attendance is expected at all scheduled class sessions.

Any absence will cause you to miss a significant amount of the course. You are at risk of having to retake the course, regardless of points, if you do not meet the attendance standards.

Failure to attend class or arriving late may hinder your ability to achieve course objectives, which could affect your course grade and passage of the course.

A grade of C- (C minus) is considered a failing grade (73% or lower). Students have 10 days from the last day of class to submit work for a passing grade. Failure to communicate with the Instructor and submit all coursework within 10 days will result in a failing grade for the course and will require the student to retake the course, which may delay recommendation for a preliminary credential.

Failing grades result in automatic academic probation status. More than two failing grades within one academic year will result in dismissal from the program.

***Program Probation***

If an intern receives a course grade rating of “C-” (C minus) or less (73% or lower) from an Instructor or a “Needs Improvement” from a Practicum Supervisor, that Intern will be placed on program probation and an Improvement Plan will be initiated. The Intern will be required to meet with the Instructor or Practicum Supervisor responsible for the below standard rating in order to negotiate an appropriate remediation program which must be completed within the academic semester. Upon successful completion of the remediation program, the Instructor or Practicum Supervisor will submit a grade change to the Executive Director. If an Intern fails to successfully complete the remediation program, he/she will be removed from the program.

Receipt of a minimum grade point average (GPA) of less than “3.0” or “Needs Improvement” for any program work will cause an Intern to be placed on program probation. Receipt of more than one such rating in any academic year will result in the Intern’s removal from the program.

***Request for Reconsideration of Grade***

If an Intern disagrees with the grade rating received from an Instructor or Practicum Supervisor, the Intern should meet with the Instructor or Practicum Supervisor to discuss the disagreement *within 10 days of receipt of the grade*. If the issue is not successfully resolved as a result of that meeting, the Intern may file a written *Request for Reconsideration*, which should clearly describe the nature of the disagreement and resolution sought. The Request for Reconsideration must be filed with the Division Department Administrative Specialist within 10 days of the meeting with the Instructor or Practicum Supervisor. The Division Department Administrative Specialist will provide a copy of the Request for Reconsideration to the Instructor or Practicum Supervisor

for response. All materials are then forwarded to the Executive Director for final review and determination as needed.

### ***Grievance and Appeal Process***

If, at any time, a NCSOE participant questions program prerequisites and/or requirements, participation hours, grades, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements, and/or denial of credential(s) issuance(s), NCSOE is committed to resolving issues in a timely and professional manner according to [NCSOE’s Grievance and Appeal Process and Procedures document](#). As an organization working under the leadership of the Sonoma County Office of Education (SCOE), NCSOE also adheres to the posted [SCOE Uniform Complaint Procedures](#).

### **Special Considerations/Accommodations Policy**

Any student who has a disability that prevents the fullest expression of his/her abilities should contact the Instructor as soon as possible so that reasonable accommodations can be made.

### **Early Completion Intern Option (ECO) Policy**

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. All Commission-approved intern programs (both university and district) must offer early completion options to qualified Interns.

### **Requirements for the Early Completion Intern Option**

Individuals must satisfy all of the requirements in [Commission Leaflet \(CL-840\)](#):

1. Bachelor’s degree or higher from an accredited college or university
2. Basic Skills Requirement in Commission leaflet (CL-667)
3. Passage of one of the following assessments:
  - a. The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subject Interns or Secondary (Test code 052) for Single Subject Interns
  - b. The Teaching Foundations Examination (TFE) (no longer administered)
4. Completion of the initial Teaching Performance Assessment (edTPA) task (s) provided within a Commission-approved TPA model
5. Completion of a course (two semester units or three-quarter units) in the provisions and principles of the U.S. Constitution or passage of an examination in the subject given by a regionally-accredited college or university
6. Verify knowledge of subject to be taught by one of the following methods:
  - a. Achieve a passing score on all appropriate subject matter examination(s). Information can be found in Verifying Subject Matter Competence by Examination leaflets CL-674M for Multiple Subject or CL-674S for Single Subject.
  - b. For Single Subject Credential Interns, complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program.
7. Fingerprint process by Live Scan (41-LS), if not previously completed for the Commission
8. Individuals must have an offer of employment, be an enrolled Intern in good status with the North Coast School of Education’s District Intern Program. Applications must be submitted to the Commission through the North Coast School of Education (NCSOE)

### **Requirements for the Preliminary Multiple or Single Subject Teaching Credential:**

Interns must satisfy all of the following requirements:

1. Complete requirements 1 through 8 listed above.
2. Pass the Teaching Performance Assessment (edTPA). Satisfy the fieldwork component required for the intern program and demonstrate competence of the field experience required by the NCSOE. Interns must pass the TPA on the first attempt in order to be eligible for the ECO.
3. Pass the Reading Instruction Competence Assessment (RICA). Multiple Subject [www.ctc.exams.nesinc.com](http://www.ctc.exams.nesinc.com)
4. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings
5. Recommendation by the NCSOE to the CTC online system

*It is the responsibility of the participant to pass state- or program-required tests (i.e. CSET, edTPA, RICA, CalAPA, etc.). While coursework and fieldwork instructors and staff provide support, they are bound by specific ethical guidelines outlined by the state around such assessments, and do not replace the responsibility of and need for participants to read, review and adhere to official requirements and resources for taking state- or program-required tests.*

**Note: The employer may require additional instruction deemed necessary for the preparation of the Intern. Legislative changes may impact ECO requirements by the state of California.**

### **Summative Assessment of Intern Performance**

Interns must successfully complete:

- Teaching Performance Expectations (TPE)
- Subject-Specific Pedagogical Skills
- Educative Teacher Performance Assessment (edTPA)

### **Introduction of the New Teaching Performance Expectations (TPE)**

The state Commission approved new Teaching Performance Expectations (TPE) in 2016. The TPE comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPE by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessments (edTPA) based on the TPE. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPE guide teacher preparation program development; Intern competency with respect to the TPE is measured through the TPA.

The TPE are research-based and aligned to national Teaching Standards Expectations. They link to expectations set forth in California’s adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPE explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students in achieving literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students’ developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPE are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California’s teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher

preparation with ongoing support and development of teaching practice in the induction years and beyond. The TPE are organized by the **six CSTP domains**. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- **Domain 1:** Engaging and Supporting All Students in Learning
- **Domain 2:** Creating and Maintaining Effective Environments for Student Learning
- **Domain 3:** Understanding and Organizing Subject Matter for Student Learning
- **Domain 4:** Planning Instruction and Designing Learning Experiences for All Students
- **Domain 5:** Assessing Student Learning
- **Domain 6:** Developing as a Professional Educator

### **Domain 1: Engaging and Supporting all Students in Learning**

#### **Elements**

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

### **Domain 2: Creating and Maintaining Effective Environments for Student Learning**

#### **Elements**

Beginning teachers:

1. Promote students’ social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **Domain 3: Understanding and Organizing Subject Matter for Student Learning**

#### **Elements**

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized education technology standards.
9. Integrating the visual and performing arts as applicable to the discipline.

### **Domain 4: Planning Instruction and Designing Learning Experiences for All Students**

#### **Elements**

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both

short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - Appropriate use of instructional technology, including assistive technology;
  - Applying principles of UDL and MTSS;
  - Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - Appropriate modifications for students with disabilities in the general education classroom;
  - Opportunities for students to support each other in learning; and
  - Use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
7. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

### **Domain 5: Assessing Student Learning**

#### **Elements**

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

## **Domain 6: Developing as a Professional Educator**

### **Elements**

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

### **Subject-Specific Pedagogical Skills**

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

*\*Teaching Performance Expectations (TPE) – Adopted June 2016, Commission on Teacher Credentialing*

Note: A full version of the approved TPE document with narratives can be accessed at <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>.

### **edTPA Support**

NCSOE provides multiple support activities to assist Interns with performing and providing evidence of mastery on the edTPA tasks. These include:

1. Engaging Interns in formative, TPA-aligned experiences;
2. Providing Interns who are not successful with the TPA additional support focusing on understanding the task(s) and rubric(s) and resubmitting needs and process;

3. Guiding discussions about the TPA tasks and scoring rubrics to ensure that Interns have a clear understanding of the tasks and rubrics;
4. Providing support documents (including the edTPA Candidate Handbook and other explanatory materials and advice on making good choices about what to use within the assessment responses);
5. Using TPA scoring rubrics on assignments other than the Intern responses submitted for scoring as proxies for the TPA and the TPA scoring process;
6. Asking probing questions about draft TPA responses, without providing direct edits or specific suggestions about the Intern’s work;
7. Assisting Interns in understanding how to use the electronic platforms for models/programs and electronic uploading of Intern responses.;
8. Arranging technical assistance for the video portion of the assessment.

## **Demonstrating 21st Century Skills**

### **Use of Instructional Tools**

(E.g., PowerPoint, Keynote, YouTube, Interactive White Boards, Student Response Systems, Websites, Blogs, Prezi, Pinterest)

- Selects and adapts instructional tools to address students’ varying learning styles and abilities
- Uses instructional tools to engage students
- Reflects on and investigates the use of instructional tools to assist student learning

### **Collaboration**

- Plans for and designs learning activities that encourage student collaboration (e.g., pairs, small groups, whole group)
- Models collaboration (e.g., group discussions, team teaching, reciprocal teaching)
- Reflects on the use and implementation of collaboration in a classroom, school and district setting

### **Communication**

- Plans for and encourages learning activities and opportunities for students to develop oral and written communication and interpersonal skills
- Models a variety of communication skills
- Reflects on the use and implementation of communication skills in a classroom, school and district setting

### **Creativity**

- Plans for and designs learning activities that encourage student creativity (E.g., flexible thinking, choice, differentiation, imagination)
- Models creativity and creative thinking
- Reflects on the use and implementation of creativity in a classroom, school, and district setting

### **Critical Thinking**

(e.g., project/problem based learning, open-ended questions, authentic assessment, higher level thinking)

- Plans for and designs learning activities and lessons that encourage critical thinking
- Models critical thinking for students
- Reflects on the use and implementation of critical thinking

## **Canvas Learning Management System (LMS)**

The assessment of Interns begins during the pre-service, Framework for Teaching, courses and continues during the core coursework within the Canvas Learning Management System (LMS). This process culminates in the final semester.

Canvas is used to create an opportunity for Interns to demonstrate growing knowledge and competencies as a beginning teacher. It provides Interns with an opportunity to focus on their growth; collect artifacts and evidence; complete assignments; reflect on knowledge, skills, abilities; and to document their learning through submission of coursework.

Canvas will provide detailed information about each course and the assignments required for successful completion.

Instructors will provide additional information and directions throughout the program.

## Tuition

Interns must meet with the NCSOE staff to determine yearly tuition. **All tuition must be paid in full prior to recommendation for a teaching credential.**

PRE-SERVICE TUITION	
Fee	Amount Due
Registration Fee (nonrefundable)	\$250
Pre-service Tuition (does not include registration fee)	\$750

### CALIFORNIA PREREQUISITE REQUIREMENTS

*The financial responsibility for the exams/class listed below are independent of program costs. Fees will vary depending on location and requirement and are the responsibility of the Intern.*

- California Basic Educational Skills Test (CBEST)
- California Subject Exams for Teachers (CSET)
- Reading Instruction Competence Assessments (RICA)
- Teacher Performance Assessments (TPA)
- U.S. Constitution Requirements (Exam or Class)

In addition to tuition fees, participants may incur additional expenses for prerequisite tests and other state-mandated requirements (depending on previous courses/exams taken).

The North Coast School of Education will direct participants to the prerequisite exams and requirements for each program (Multiple Subject, Single Subject or Education Specialist) once they have enrolled in Pre-Service coursework. Please check [CTC's testing website](#) for the most updated exam fees.

### “BE A TEACHER” INTERN PROGRAM TUITION PAYMENT OPTIONS

*Full Tuition: \$8,500 for two-year program*

Payment Option	Amount Due	Due Date
1. Full Payment	\$8,500	September 1 (Year 1)
2. Installment Plan (2 payments)	\$4,250 \$4,250	September 1 (Year 1) September 1 (Year 2)
3. Installment Plan (4 payments)	\$2,125 \$2,125 \$2,125 \$2,125	September 1 (Year 1) February 1 (Year 1) September 1 (Year 2) February 1 (Year 2)
4. Installment Plan (Monthly payments)	\$355 per month	24 month term Due on the first day of each month starting on September 1st
5. Credit Card / PayPal (Full payment)	\$8,500 + \$350 convenience fee	September 1 (Year 1)
6. Student Loan through Community First Credit Union	Monthly deduction or payment	Annual loan 48 month term

## Program Completion

All Interns completing a teacher preparation program must successfully complete Teaching Performance Assessments (edTPA) based on the Teaching Performance Expectations (TPE). “Be A Teacher” Interns are given multiple opportunities to learn the skills and abilities outlined in the TPE and are provided with ample opportunities to practice the application of these skills. Coursework and Practicum are designed to support the Intern’s success in meeting this requirement. Additionally, Interns participate in a Year 1 Orientation and edTPA courses, which directly addresses this requirement.

Upon completion of the “Be A Teacher” Intern Program and successful completion of the edTPA, the district recommends the Intern for a Preliminary Teaching Credential by completing the following California Commission on Teacher Credential process:

- The district completes the “Recommendation for Preliminary Teaching Credential” (CL-709).
- The Intern completes the “Application for Credential Authorizing Public School Service” (form 41-4).
- Form CL-709, 41-4: RICA (as applies), a valid CPR card (Adult, Child, Infant), and a Program Completion form are submitted to SCOE’s Human Resource Department.
- SCOE’s Human Resources Department works in concert with NCSOE in processing the recommendation and application to CCTC.
- CCTC will grant the application and will notify the Intern via email with instructions on how to pay for the credential.

Interns must submit exit surveys, pay all fees, and successfully complete all coursework and program requirements before being recommended for a preliminary credential.

## Required Coursework

### Education Specialist Preliminary Teaching Credential - Mild/Moderate

#### FRAMEWORK FOR TEACHING PRE-SERVICE

Course	Title	Units
CURR 111	Teachers as Learners	1
CURR 112	Physiology of Learning	1
CURR 113	Creating a 21st Century Learning Community in a Special Education Classroom	2
CURR 114	Curriculum, Instruction & Assessment in Special Education	2
CURR 117	Reading/Language Arts Pedagogy & Methods	1
ELL 116	Teaching English Learners	2
TECH 110	Technology Uses in the Classroom	1
Total		10

#### REQUIRED COURSEWORK – FIRST SEMESTER

Course	Title	Units
SPED 260	Positive Behavior Support	2
SPED 261	Assessment of Learning and Teaching	2
SPED 263	Special Education Laws	1
SPED 275	IEP and Transitions	2
SPED 281	Special Education Practicum Fieldwork & Supervision	1
Total		8

*Note: Interns who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45-hours of support/mentoring and supervision per school year that is specific to the needs of English learners over semesters 1 and 2. This support/mentoring will include culture and methods of teaching English learners.*

**REQUIRED COURSEWORK – SECOND SEMESTER**

Course	Title	Units
CURR 232	Curriculum and Instruction: Beginning Reading	2
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
SPED 262	Typical and Atypical Development/Mild - Moderate	2
SPED 264	Effective Communication and Collaborative Partners	2
SPED 282	Special Education Practicum Fieldwork & Supervision	1
Total		8

**REQUIRED COURSEWORK – THIRD SEMESTER**

Course	Title	Units
TECH 255	Using Educational and Assistive Technology Effectively	1
CURR 231	Curriculum and Instruction: Math	2
CURR 252	Instructional Strategies for English Language Learners	1
SPED 233	Curriculum and Instruction: ELA & Writing	1
SPED 251	Creating Positive, Healthy Environments for Diverse Learners	2
SPED 283	Special Education Practicum Fieldwork & Supervision	1
Total		8

**REQUIRED COURSEWORK – FOURTH SEMESTER**

Course	Title	Units
SPED 230	Curriculum & Instruction for Students with Mild/Moderate Disabilities	2
SPED 259	Programming Strategies for Students with Autism	1
CURR 234	Building Academic Language	1
SPED 267	Autism Spectrum Disorders (in-depth)	2
TECH 290	Technology in the Classroom	1
SPED 284	Special Education Practicum Fieldwork & Supervision	1
Total		8

**Education Specialist Preliminary Teaching Credential - Moderate/Severe**

**FRAMEWORK FOR TEACHING PRE-SERVICE**

Course	Title	Units
CURR 111	Teachers as Learners	1
CURR 112	Physiology of Learning	1
CURR 113	Creating a 21st Century Learning Community in a Special Education Classroom	2
CURR 114	Curriculum, Instruction & Assessment in Special Education	2
CURR 117	Reading/Language Arts Pedagogy & Methods	1
ELL 116	Teaching English Learners	2
TECH 110	Technology Uses in the Classroom	1
Total		10

**REQUIRED COURSEWORK – FIRST SEMESTER**

Course	Title	Units
SPED 260	Positive Behavior Support	2
SPED 261	Assessment of Learning and Teaching	2
SPED 263	Special Education Laws	1
SPED 275	IEP and Transitions	2
SPED 281	Special Education Practicum Fieldwork & Supervision	1
Total		8

*Note: Interns who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45-hours of support/mentoring and supervision per school year that is specific to the needs of English learners over semesters 1 and 2. This support/mentoring will include culture and methods of teaching English learners.*

**REQUIRED COURSEWORK – SECOND SEMESTER**

Course	Title	Units
CURR 232	Curriculum and Instruction: Beginning Reading	2
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
SPED 262	Typical and Atypical Development/Moderate-Severe	2
SPED 264	Effective Communication and Collaborative Partners	2
SPED 282	Special Education Practicum Fieldwork & Supervision	1
Total		8

**REQUIRED COURSEWORK – THIRD SEMESTER**

Course	Title	Units
TECH 255	Using Educational and Assistive Technology Effectively	1
CURR 231	Curriculum and Instruction: Math	2
CURR 252	Instructional Strategies for English Language Learners	1
SPED 233	Curriculum and Instruction: ELA & Writing	1
SPED 251	Creating Positive, Healthy Environments for Diverse Learners	2
SPED 283	Special Education Practicum Fieldwork & Supervision	1
Total		8

**REQUIRED COURSEWORK – FOURTH SEMESTER**

Course	Title	Units
SPED 230	Curriculum & Instruction for Students with Moderate/Severe Disabilities	2
SPED 259	Programming Strategies for Students with Autism	1
CURR 234	Building Academic Language	1
SPED 267/ SPED 268	Autism Spectrum Disorders/Movement, Mobility & Sensory Development	2
TECH 290	Technology in the Classroom	1
SPED 284	Special Education Practicum Fieldwork & Supervision	1
Total		8

**Multiple Subject Preliminary Teaching Credential**

**FRAMEWORK FOR TEACHING PRE-SERVICE**

Course	Title	Units
CURR 111	Teachers as Learners	1
CURR 112	Physiology of Learning	1
CURR 113	Creating a 21st Century Learning Community in a General Education Classroom	2
CURR 114	Curriculum, Instruction & Assessment in General Education	2
CURR 117	Reading/Language Arts Pedagogy & Methods	1
ELL 116	Teaching English Learners	2
TECH 110	Technology Uses in the Classroom	1
Total		10

**REQUIRED COURSEWORK – FIRST SEMESTER**

Course	Title	Units
CURR 220	Classroom Management and Restorative Justice	2
CURR 221	Curriculum & Instruction: Health and Safety	1
CURR 223	Curriculum & Instruction: Physical Education	1
CURR 231	Curriculum & Instruction: Math	2
CURR 201	TPA 1: Introduction to the TPA	1
CURR 281	Practicum Fieldwork & Supervision 1	1
Total		8

*Note: Interns who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45-hours of support/mentoring and supervision per school year that is specific to the needs of English learners over semesters 1 and 2. This support/mentoring will include culture and methods of teaching English learners.*

**REQUIRED COURSEWORK – SECOND SEMESTER**

Course	Title	Units
CURR 228	Psychosocial Cognitive Development	1
CURR 232	Curriculum & Instruction: Beginning Reading	2
CURR 234	Building Academic Language	1
CURR 235	Curriculum & Instruction: History & Social Science	1
CURR 202	TPA 2: Strategies, Theory and Reflection	1
CURR 282	Practicum Fieldwork & Supervision 2	1
Total		7

**REQUIRED COURSEWORK – THIRD SEMESTER**

Course	Title	Units
CURR 203	TPA 3: Assessing Learning	1
CURR 236	Curriculum & Instruction: Science	1
CURR 237	Curriculum & Instruction: Language Arts & Writing	1
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
CURR 252	Instructional Strategies for English Language Learners	1
CURR 253	Philosophy & History of Education	1
CURR 254	Curriculum & Instruction: Visual & Performing Arts	1
CURR 283	Practicum Fieldwork & Supervision 3	1
Total		8

**REQUIRED COURSEWORK – FOURTH SEMESTER**

Course	Title	Units
CURR 204	TPA 4: Culminating Teaching Experience	1
CURR 290	Assessing Student Learning	1
CURR 294	21st-Century Teaching and Learning	1
SPED 221	Exceptional Learner I: Differentiation in the Classroom	1
SPED 222	Exceptional Learner II: Special Education Students in the Classroom	1
TECH 290	Technology in the 21st-Century Classroom	1
CURR 284	Practicum Fieldwork & Supervision 4	1
Total		7

**Single Subject Preliminary Teaching Credential**

**FRAMEWORK FOR TEACHING PRE-SERVICE**

Course	Title	Units
CURR 111	Teachers as Learners	1
CURR 112	Physiology of Learning	1
CURR 113	Creating a 21st Century Learning Community in a General Education Classroom	2
CURR 114	Curriculum, Instruction & Assessment in General Education	2
CURR 117	Reading/Language Arts Pedagogy & Methods	1
ELL 116	Teaching English Learners	2
TECH 110	Technology Uses in the Classroom	1
Total		10

**REQUIRED COURSEWORK – FIRST SEMESTER**

Course	Title	Units
CURR 220	Classroom Management and Restorative Justice	2
CURR 221	Curriculum & Instruction: Health and Safety	1
CURR 240	Instructional Strategies for Secondary Students	1
CURR 242	Reading & Writing in the Content Area for 21st-Century Learners	2
CURR 201	TPA 1: Introduction to the TPA	1
CURR 281	Practicum Fieldwork & Supervision 1	1
Total		8

*Note: Interns who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45-hours of support/mentoring and supervision per school year that is specific to the needs of English learners over semesters 1 and 2. This support/mentoring will include culture and methods of teaching English learners.*

**REQUIRED COURSEWORK – SECOND SEMESTER**

Course	Title	Units
CURR 241	Adolescent Growth and Development	1
CURR 243	Curriculum & Instruction: Movement	1
CURR 245	Content Specific Instruction	2
CURR 246	Transforming Education through the Maker Movement	1
CURR 202	TPA 2: Strategies, Theory and Reflection	1
CURR 282	Practicum Fieldwork & Supervision 2	1
Total		7

**REQUIRED COURSEWORK – THIRD SEMESTER**

Course	Title	Units
CURR 203	TPA 3: Planning, Instruction and Assessment	1
CURR 247	Teaching for Equity	1
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
CURR 252	Instructional Strategies for English Language Learners	1
CURR 253	Philosophy & History of Education	1
CURR 292	College & Career Readiness	2
CURR 283	Practicum Fieldwork & Supervision 3	1
Total		8

**REQUIRED COURSEWORK – FOURTH SEMESTER**

Course	Title	Units
CURR 204	TPA 4: Culminating Teaching Experience	1
CURR 290	Assessing Student Learning	1
CURR 294	21st-Century Teaching and Learning	1
SPED 221	Exceptional Learner I: Differentiation in the Classroom	1
SPED 222	Exceptional Learner II: Special Education Students in the Classroom	1
TECH 290	Technology in the 21st-Century Classroom	1
CURR 284	Practicum Fieldwork & Supervision 4	1
Total		7

**“Be A Teacher” Course Descriptions**

**Pre-service Coursework (10 units)**

These courses must be completed prior to participation in the “Be A Teacher” Intern Program. The model of the prerequisite courses addresses Program Standard 1.

**PRE-SERVICE CURR 111: Teachers as Learners**

This pre-service course focuses on an introduction to the California Teaching Performance Expectations (TPE) and the California Standards of the Teaching Profession (CSTP), which provide the guide for teacher expectations in 21st-century classrooms. Interns examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Interns focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English language learners. Interns are provided with an overview of the CSTP and examine the importance of developing as a reflective professional educator and the role that goal-setting, embedded fieldwork and practicum supervision provide in the process. Interns learn about professional, legal, ethical, and Universal Precaution practices of being an educator and protecting their health and safety.

**PRE-SERVICE CURR 112: Physiology of Learning**

This pre-service course provides Interns with the opportunity to deepen their understanding of the learning and thinking process. Interns will explore the following topics: 1) influences that foster or inhibit learning; 2)



current brain research and other theories which help with an understanding of the learning process, typical and atypical development; 3) current research and practice on factors affecting students’ language acquisition; 4) individual differences that affect learning; 5) strategies for including English learners in mainstream curriculum; and 6) the importance of nutrition in learning.

### PRE-SERVICE CURR 113: Creating a 21st-Century Learning Community

This pre-service course focuses on classroom management and environment, and the importance of establishing a physically, socially, and emotionally safe environment where students are free from coercion and punishment and interventions are positive, proactive and respectful. Emphasis is also placed on the need for a climate of caring, respect, and fairness for all students. Interns explore techniques that foster learning, including Maker Space environments and how to use motivation as a key to discipline. The course addresses the influence of environment and instruction on the learning community and follows a nationally recognized Classroom Observation Management Protocol. Professional, legal, and ethical issues are also addressed.

### PRE-SERVICE CURR 114: Curriculum, Instruction & Assessment in Special Education & General Education

Interns are introduced to the process of curricular assessing, planning, teaching, reflecting, applying (APTRA) and analyzing student work to guide instruction for both short-term and long-term instructional goals. Interns learn and practice developing the elements of effective planning techniques for both short-term and long-range goals and objectives. Interns focus on lesson planning and design (learning objectives, anticipatory set, instruction, progress monitoring, assessment, and closure) utilizing California Frameworks, California Academic Content Standards (Common Core, Next Generation Science Standards) and the standards for career readiness. Interns gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools (both formative and summative) for monitoring progress. IEP's, IFSP's, 504's and SST's will be discussed, and how assessments are so critical to those functions.



### PRE-SERVICE CURR 117: Reading/Language Arts Pedagogy & Methods

This course provides Interns with an introduction to the developmental stages of literacy. Interns will examine factors of explicit instruction in developing a motivating, literacy-rich comprehensive reading program which integrates reading, writing, listening, and speaking for a full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners). Interns will explore the roles cultural and parental influences play in language development. The course includes the use of assessments to inform instruction for literacy development. Accommodations and modifications to meet the needs of all students, particularly English learners, will be provided throughout the course.

### PRE-SERVICE ELL 116: English Learner Knowledge and Skills

Interns become familiar with the challenges they will encounter when working with English learners and effective strategies to use with English learner students in 21st-century classrooms. Interns are introduced and initially prepared to teach English learners by increasing Interns' knowledge and understanding of second language acquisition, background experiences, home languages, skills and abilities of English learner student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and current research that provide access to the core curriculum and lead to high achievement for all students.

### PRE-SERVICE TECH 110: Technology in the Classroom

Interns will be introduced to various technology tools, applications, and resources, 21st-century practices for integrating technology into the classroom. Hands-on training will assist Interns in learning about technologies specific to both general education and special education classrooms and in meeting an introductory level of the technology mastery in accordance with the California Standards for the Teaching Profession.

## “Be A Teacher” Intern Program Coursework

### CURR 201 TPA 1: Introduction to the TPA

Interns are introduced to the state-required Teacher Performance Assessment (TPA) that they complete as part of the intern program. Interns explore the benchmarks (Tasks 1-3) in order to understand expectations for the assessment. The instructor’s role in this course is to act as facilitator and coach to organize and help the Interns in the successful completion of the state TPA. Upon completion, Interns have the resources needed to move onto the next TPA course in the sequence.

### CURR 202 TPA 2: Strategies, Theory and Reflection

Interns are introduced to the strategies, theory and reflection needed to thoroughly address the requirements of Teacher Performance Assessment (TPA). Interns use theory, instructional strategies, and multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted academic standards. Interns purposefully use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning, including performance-based real-world applications, questioning strategies, work samples and products.



Interns anticipate, check for, and address common misconceptions and identified misunderstandings. They act upon the information gathered during instruction. Interns review benchmarks (Tasks 1-3, including Rubrics) in order to understand expectations for the TPA. The instructor’s role in this course is to act as facilitator and coach to organize and help the Interns in the completion of the state TPA assessment. Upon completion, Interns have the resources needed to move onto the next TPA course in the sequence.

### CURR 203 TPA 3: Planning, Introduction and Assessment

Interns begin to formulate an outline as they begin to develop their portfolio for the Teacher Performance Assessment (TPA). Interns will consider content standards and begin to plan effective instructional strategies for assessment of student learning as well as teacher practice. Interns learn to use a variety of informal and formal, as well as formative and summative, assessments at varying levels of cognitive demand to determine students’ progress and plan instruction. Interns learn the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information for families, to assess student knowledge, skills, and behaviors. Interns review benchmarks (Tasks 1-3) in order to understand expectations for the assessment. The instructor’s role in this course is to act as facilitator and coach to organize and help the Interns in the completion of the state assessment. Upon completion, Interns have the resources needed to move onto the next TPA course in the sequence.

### CURR 204 TPA 4: Culminating Teaching Experience

Interns assemble their culminating artifacts into the final portfolio submission for the Teacher Performance Assessment (TPA). Interns review benchmarks (Tasks 1-4) in order to meet the components and expectations for the TPA by reviewing Rubrics 1-18. The instructor’s role in this course is to act as facilitator and coach to organize and help the Interns in the completion of the state TPA assessment. Upon completion, Interns have the resources needed to submit their final TPA portfolio within the designated timeline.

### CURR 220: Classroom Management and Restorative Justice

This course is an in-depth extension of *CURR 113: Creating a 21st-Century Learning Community in a General Education Classroom*. Interns explore and reflect upon proactive, supportive practices, procedures, interventions and classroom management strategies applied that lead to engaged student behavior and a positive learning environment. Interns assess, plan, design and provide academic and social skills instruction to support positive behaviors in all students. Interns learn about Restorative Justice concepts, theory, philosophy and process as a

classroom community well-being approach to conflict resolution. Through vignettes and case studies, Interns acquire knowledge of diverse family structures, community cultures, and child-rearing practices in order to develop respectful and productive relationships with families and communities. Interns focus on creating a climate of caring, respect, and fairness and learn to respond to issues in a culturally sensitive manner.

#### **CURR 221: Curriculum & Instruction: Health and Safety**

This course is an in-depth extension of *CURR 113: Creating a 21st-Century Learning Community in a General Education Classroom*. Interns focus on the role of the classroom teacher in developing and fostering healthy habits and student health literacy. The Health Framework for California Public Schools is explored and an emphasis is placed on life skills, positive behaviors and equitable access in order for students to reach their full potential in the subject of health education. Content areas of focus specifics for K-12 students include personal health, injury prevention, nutrition, environmental health, family living, growth & development, alcohol, tobacco, and other drugs, and communicable and chronic disease. Interns will learn how to identify the elements of successful health education and research-based program components for implementing effective health and safety education curriculum. Interns will become familiar with laws and regulations pertinent to health associated with general education students and safeguards to promote healthy environments. Interns learn how to recognize common, chronic and communicable diseases of children and adolescents, have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and become CPR-certified.

#### **CURR 223: Curriculum & Instruction: Physical Education**

Interns focus on standards-based physical education instructional strategies with a foundation on the Physical Education Framework for California Public Schools and California Physical Education grade level content standards. Interns learn how to establish a safe environment for physical activities and how to plan lessons and units in which physical education is integrated with other curricular areas. Interns learn the principles of motor learning, effective teaching behaviors, and instructional models that support teaching physical education. Lesson design emphasizes multidisciplinary opportunities that address the learning needs of diverse student populations. An emphasis is placed on student access and participation in order for students to reach their full potential in physical education activities aligned to appropriate developmental levels.

#### **CURR 228: Psychosocial Cognitive Development**

Interns explore research, theories, concepts, and principles in areas of cognitive, linguistic, social, physical, and emotional development of children. Interns examine a variety of social and educational structures and influences that hinder or promote learning and development of diverse populations.

#### **CURR 231: Curriculum & Instruction: Math**



This course builds upon *CURR 114: Curriculum, Instruction & Assessment in General Education*. This applied pedagogy-focused course provides Interns with opportunities to learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Interns demonstrate the ability to understand and teach the progression of the state-adopted content standards for all students in mathematics. Interns explore and practice math knowledge and the mathematical skills students need to access general education curriculum across settings.

Using the California State Standards, Interns practice mathematical skills, applications and problem-solving methods, and learn how to select and adapt standards-based curricula and supplementary materials in mathematics.

### CURR 231: Curriculum and Instruction for Students with Mild/Moderate Disabilities (Math)

This course builds upon *CURR 114: Curriculum, Instruction & Assessment in Special Education*. This applied pedagogy-focused course provides Interns with opportunities to learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Interns demonstrate the ability to understand and teach the progression of the State Board of Education (SBE) adopted content standards for all students in mathematics. Interns explore and practice math knowledge and the mathematical skills students need to access general education curriculum across settings. The course provides background and specific examples of how mild/moderate disabilities can impact student learning in math and provides opportunities to practice strategies to overcome the range of challenges. Interns practice mathematical skills, applications and problem-solving methods, and how to select and adapt standards-based curricula and supplementary materials in mathematics.

### CURR 232: Curriculum & Instruction: Beginning Reading

This course provides Interns with a research-based, comprehensive curriculum focused on addressing the foundational, practical, and theoretical aspects of teaching reading, writing, speaking, and listening to all learners, including struggling readers, English learners, students with special needs, speakers of non-standard English, and advanced learners. Interns are provided with all elements of reading fluency including explicit instruction in beginning reading skills, phonemic awareness, phonics, word analysis, fluency, vocabulary development, and reading comprehension. Interns are provided the opportunity to develop, deliver, integrate, and regularly assess the elements of beginning reading that are aligned with the California State Standards. A variety of strategies, instructional approaches and assessment procedures are emphasized in order to ensure the Intern’s ability to develop, deliver, integrate, and regularly assess the elements of beginning reading that are aligned with the SBE English Language Arts Content Standards, the Reading/Language Arts Framework and the ELD standards (as appropriate) to plan systematic, explicit instruction to ensure access to general education curriculum, including writing skills. Interns understand and apply a variety of assessment practices to guide reading and language arts instruction. A variety of instructional approaches, strategies, and assessments are emphasized in order to assure that Interns understand and apply practices to guide instruction with students.

### CURR 234: Building Academic Language

This course provides Interns with a comprehensive research-based curriculum for teaching literacy in 21st-century classrooms. Interns will develop an understanding of how proficiency in academic language impacts achievement in reading, writing, speaking, and listening for a full range of learners. This course defines and clarifies the relationship between independent student reading of complex text and the improvement of reading in a range of contexts. A variety of innovative strategies, instructional methods, and assessment tools are emphasized in order to ensure the Intern’s ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking, and listening as outlined in the California State Standards.

### CURR 235 Curriculum & Instruction: History & Social Science

Interns learn a variety of instructional approaches, strategies, and assessments to develop their ability to develop, deliver, integrate and assess history/social science competencies aligned with the California History and Social Science Frameworks for public schools. Interns demonstrate the ability to understand and teach a grade appropriate progression of state-adopted content standards, which includes the integration of project-based learning, and literacy for all students in social science, including accelerated learners, English learners and students with special needs.

### CURR 236: Curriculum and Instruction: Science

This course builds upon *CURR 114: Curriculum, Instruction & Assessment in General Education*. Interns focus on standards-based science instructional strategies with a foundation on the Science Framework for California Public Schools and California Science grade level content standards. Interns demonstrate the ability to understand



and teach a grade level progression of the state adopted Next Generation Science Standards, which includes the integration of literacy for all students in science. Interns will explore “hands-on” demonstrations, labs, activities, projects, and assessments that will be used to focus on the scientific method, investigation, and experimentation. Interns learn how to establish a safe environment for science lessons and how to use accommodations and modifications to meet the needs of all students. An emphasis is placed on student access and participation in order for students to reach their full potential in science activities aligned to appropriate developmental levels.

### **CURR 237: Curriculum & Instruction: Language Arts & Writing**



This course builds upon *CURR 114 Curriculum, Instruction, & Assessment in General Education* through an in depth examination and application of the California Frameworks for English Language Arts (ELA/English Language Development (ELD) for public schools. The course provides Interns with a research-based, comprehensive curriculum addressing the practical and theoretical aspects of teaching reading, writing, speaking, and listening to all learners in a 21st-Century classroom, including struggling readers, students with special needs, English learners, speakers of non-standard English, and advance learners. Interns are provided instructional opportunities in the writing process including pre-writing, drafting, revising, editing, and publishing final products. Interns are provided instruction on integrating a variety of writing products including opinion, informative text, explanatory texts, and narratives for broad audiences and purposes. Interns examine the components of speaking and listening in addition to the use of language to present knowledge and ideas for a variety of contexts. A variety of instructional approaches, strategies, and assessment tools are explored to ensure Intern’s ability to develop, deliver, integrate, and assess all of the elements of reading, writing, speaking, and listening as defined in the California State Standards.

### **CURR 240: Instructional Strategies for Secondary Students**

Interns focus on the theoretical and practical aspects of teaching. Interns explore and practice a variety of techniques and strategies for effective instruction; including critical thinking skills, problem- based learning, and grouping strategies. Instructional approaches and assessment procedures are emphasized in order to ensure the Intern’s ability to develop, deliver, integrate and assess their lessons’ effectiveness based on student learning. This is the first course in a two-course series and provides general content instruction prior to Interns taking *CURR 245: Content Specific Instruction* or *CURR 246: Transforming Education through the Maker Movement*.

### **CURR 241: Adolescent Growth and Development**

Interns explore theories, research, principles, and concepts in areas of cognitive, linguistic, social, emotional, and physical development of adolescents. Interns examine social structures and influences that promote or hinder development and learning for diverse populations. Additionally, Interns are introduced to the Standards for Career Ready Practices and explore ways to help students make connections to life beyond high school and post secondary educational and career choices.

### **CURR 242: Reading & Writing in the Content Area for 21st- Century Learners**

This course provides Interns with a comprehensive, research-based curriculum addressing the theoretical and practical aspects of teaching reading, writing, speaking and listening in the content areas to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). Interns are provided explicit instruction in the comprehension of literary and informational text, and the writing process (pre-writing, drafting, revising, editing successive versions, and publishing) integrating the range of writing (opinion, informative/explanatory tests, and narratives) for a variety of purposes. Interns are provided instruction in the components of speaking, listening and the use of language to present knowledge and ideas for a variety of contexts. A variety of strategies, instructional approaches and assessment procedures are emphasized in order to ensure the Intern’s ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking and listening as outlined in the California Common

Core State Standards.

**CURR 243: Curriculum & Instruction: Movement**

Interns focus on planning lessons and units in which movement can be tied to other curriculum areas. Interns learn a variety of instructional strategies for presenting and teaching movement lessons that emphasize a variety of learning modalities and styles. Additionally, Interns learn to plan and apply assessment strategies for student learning.

**CURR 245: Content Specific Instruction**

Interns are assigned to the specific course relevant to their content area, which focuses on theoretical and practical aspects of teaching the Intern’s subject matter. Interns explore and practice a variety of techniques and strategies for planning effective instruction in their content area. Instructional approaches and assessment procedures are emphasized in order to ensure the Intern’s ability to develop, deliver, integrate, and assess their lessons’ effectiveness based on student learning.

**CURR 246: Transforming Education through the Maker Movement**

Interns will study the Maker Movement, a technological and creative learning revolution underway across the nation. Interns will learn about Maker Space elements, new tools, and technology, such as 3D printing, robotics, microprocessors, wearable computing, e-textiles, “smart” materials that are easy to use in a 21st Century classroom or maker space. Interns will learn how creative learning overlaps with the natural inclinations of students and the power of learning by doing. Interns will design a lesson integrating a student-centered teaching practice to engage learners.



**CURR 247: Teaching for Equity**

Interns learn and explore perspectives and practices of multicultural and antiracism education. Interns focus on race and ethno-cultural equity and learn strategies and solutions for pressing social justice and diversity issues facing educators in California schools and society. Interns will examine their own beliefs, attitudes, perspectives and practices of multicultural and anti-racist education. The pedagogical, political and ideological motivations behind one’s own resistance to equity policies and practices with are examined.

**CURR 251: Teaching Culturally & Linguistically Diverse Learners**

This course uses case studies to introduce and increase understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, socio-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. The course also introduces how to apply pedagogical theories, development of academic language, and principles/practices for English language usage to increase comprehension. Through assignments, Interns demonstrate a proficient level of knowledge and skill in implementing evidence-based and/or multifaceted strategies to meaningfully engage students with disabilities from diverse populations. Interns study the structure of language and its use, including universals and the differences among languages and the structure of English. Interns will receive support in their role as the teacher of record by sharing successes and challenges with the instructor and cohort group.

**CURR 252: Instructional Strategies for English Language Learners**

This course builds upon *ELL 116: Teaching English Learners* and provides Interns with opportunities to learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Interns develop the ability to differentiate instruction based upon their students’ primary language and proficiency levels in English, and consider the students’ culture, level of acculturation, and prior schooling. Interns will also explore the SBE English Language Development standards for the effective teaching and support of English learners. Additionally, Interns study and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They

will also learn how to develop, integrate, deliver, and assess an instructional program that facilitates English language acquisition and development of academic language by effectively using strategies so that students acquire listening, speaking, reading, and writing skills in English.

### [CURR 253: Philosophy & History of Education](#)

This course provides instruction in the historical and political policies impacting today’s education practices, as well as, explores the influences of ethics and professional responsibilities of a teacher in a 21st-century classroom. Actual case studies are analyzed to build upon knowledge and framework of professional ethics and protocol for today’s teachers. Interns identify influences within classroom experiences; synthesize understanding of state-adopted content standards, 21st-century learning environments, and standards for college and career practice to develop their personal philosophy of teaching and how students learn.

### [CURR 254: Curriculum & Instruction: Visual & Performing Arts](#)

This course provides instruction for the integration of the visual and performing arts as an essential component of classroom instruction. Interns learn how to integrate visual arts into various curricular areas and explore the California Framework for Visual & Performing Arts for public education. As Interns examine the importance of visual arts in learning, they investigate current research on the importance and purpose of visual arts in teaching and learning.



### [CURR 281: Practicum Fieldwork & Supervision - General Education](#)

This is the first of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they practice and reflect on each Teaching Performance Expectation (TPE) and learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the TPE using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

### [CURR 282: Practicum Fieldwork & Supervision – General Education](#)

This is the second of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the Teaching Performance Expectations (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

### [CURR 283: Practicum Fieldwork & Supervision – General Education](#)

This is the third of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the Teaching Performance Expectations (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

**CURR 284: Practicum Fieldwork & Supervision – General Education**

This is the fourth of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the Teaching Performance Expectations (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

**CURR 290: Assessing Student Learning**

Interns develop depth of knowledge in using multiple measures (formative and summative) to make appropriate instructional decisions and benchmark student progress. Interns explore the purposes of different types of assessment instruments and learn how to effectively plan for and monitor instruction based on student needs. Interns examine how to identify student’s misconceptions and determine how they affect student progress and learning.

**CURR 292: College & Career Readiness**

Interns examine the challenges secondary schools face in ensuring that all students are college and career ready. Interns study current initiatives targeted to prepare students with the fundamental knowledge and skills students need to transition to postsecondary education, career training, or the workforce. Additionally, Interns explore how to design Integrated academic and Career and Technical Education (CTE) curriculum using the State Standards, Next Generation Science Standards, and CTE State Standards.

**CURR 294: 21st – Century Teaching and Learning**

Interns are introduced to the Framework for 21st-Century Teaching and Learning which illustrates the skills and knowledge students need to succeed in next generation work, life, and citizenship. Interns learn about project-based learning strategies and learning environments that accommodate the needs of students in 21st-century classrooms and support the development of social, emotional, and physical development of all learners.

**SPED 221: Exceptional Learners I: Differentiation in the Classroom**



Interns are introduced to a wide variety of commonly occurring disabilities, their etiologies and educational implications, including early identification and intervention. This course provides Interns with ways to adapt curriculum, materials, assessments, teaching and management strategies that differentiates content and the learning environment in order to meet the needs of diverse learners. Also addressed are various types of multi-tiered interventions, programs, and strategies available for teachers to implement with students to

create a positive and inclusive learning environment. Interns develop practice in the Student Study Team (SST), Individualized Education Program (IEP), Individualized Family Service Plan (IFSP) and 504 plan.

**SPED 222: Exceptional Learners II: Special Education Students in the Classroom**

This course is designed to build upon Interns’ knowledge and understanding of the identification of and legal provisions for the educational needs of students who exhibit exceptional needs. Instruction is provided on the legal structures of Special Education Services, 504 Plans, Gifted and Talented Education (GATE) Programs. Interns learn how to implement modifications and accommodations based on assessment results in order to meet the needs of all students, particularly English learners and students with disabilities and insure success in general education classrooms.

**SPED 230: Curriculum and Instruction for Students with Disabilities (Integrated)**

This course builds upon *CURR 114: Curriculum, Instruction and Assessment in Special Education* through

more experience with understanding the range of disabilities and the implications for selecting curricula and evidence-based instructional strategies to meet the diversity of learning needs. Class assignments ensure hands-on experience with standards-based assessment data for developing IEP goals, adaptations and instructional plans used for case management. Interns focus on developing instructional strategies for teaching integrated lessons in the areas of history/social studies, science, and art for all students. Utilizing the California Frameworks and California State Standards, Interns are introduced to the concept of universal access and the use of intervention strategies that are necessary for instructional success. There will be a strong emphasis on how to provide ongoing assistance and collaboration with general education teachers.

#### **SPED 233 Curriculum and Instruction for Students with Disabilities**

This course is an in-depth extension of *CURR 117: Reading/Language Arts Pedagogy & Methods*. Interns focus on the aspects of teaching reading, writing, speaking, and listening to all students. A variety of evidence-based strategies, instructional approaches and assessment procedures are emphasized to ensure the Intern's ability to develop, deliver, integrate, and regularly assess student progress in a high-quality reading, literature and writing program. Particular attention is paid to 21-century strategies and meeting the needs of diverse students.

#### **SPED 251: Creating Positive, Healthy Environments for Learning for Diverse Learners**

This course is an in-depth extension of *CURR 113: Creating a 21st-Century Learning Community in a Special Education Classroom*. Interns explore and reflect upon proactive, supportive practices, interventions and behavioral strategies applied in their mild-to-moderate settings and how to improve student health, safety and the learning environment. Interns assess, plan, design and provide academic and social skills instruction to support positive behavior in all students. Interns learn about Restorative Justice concepts, theory, philosophy and process as a classroom community well-being approach to conflict resolution and explore positive behavioral support plans and interventions based on functional behavior assessments and participate in school-wide behavior support processes. Through vignettes and case studies, Interns acquire knowledge of diverse family structures, community cultures, and child-rearing practices in order to develop respectful and productive relationships with families and communities. Interns will become familiar with laws and regulations pertinent to health associated with mild-to-moderate students and safeguards to promote healthy environments. Additionally, they learn how to recognize common, chronic and communicable diseases of children and adolescents, and gain knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and become CPR-certified.

#### **SPED 259: Best Practices & Strategies for Autism Spectrum Disorder**

This course provides Interns with a basic understanding of Autism Spectrum Disorders (ASD) and effective strategies to engage students in a special education setting. Interns focus on atypical development of language, socialization, and sensory processing, which results in communication and behavior differences and research-based and clinical approaches to communicating and teaching students with Autism including communication, programming, and social strategies, positive behavior management, setting conducive environments, visual strategies, picture exchange, social stories, and direct instruction.

#### **SPED 260: Positive Behavior Management**

This course provides Interns with exploration of proactive interventions and various positive behavioral supports to prevent discipline issues in mild/moderate and moderate/severe settings. Interns use case studies to design and incorporate effective interventions based on functional behavior assessments, and participate in manifestation determination hearings, which target a variety of student's behavioral deficits in 21st-century classroom settings.

#### **SPED 261: Assessment and Evaluation of Learning and Teaching**

This course is an in-depth extension of the assessment portion of *CURR 114 Curriculum, Instruction & Assessment in Special Education* and prepares Interns with the knowledge and skills for a comprehensive assessment system that includes statewide assessments, multiple measures, progress monitoring and use of

data for decision-making regarding eligibility and services. Interns develop classroom assessments that address assessing students from diverse backgrounds and varying language, communication, and cognitive abilities. Course activities provide guided practice on how to use formal and informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. Interns learn about the local, state and federal accountability systems and the data available from each. This course gives Interns experience with case management practices and strategies for students referred for special education services. Interns learn how to make sound educational and programming decisions based on their assessment results of mild-to-moderate students and learn strategies to share timely comprehensible feedback with students and their families.

### **SPED 262: Typical and Atypical Development/Mild to Moderate Disabilities**

This course builds upon *CURR 112 Physiology of Learning* to provide ongoing preparation and examination of developmental theories and research methodologies and risk factors that can influence a student’s developmental competencies. Interns investigate typical and atypical developmental patterns of children due to prenatal, perinatal and early childhood development risk factors. Interns identify the characteristics of students with mild-to-moderate disabilities, including specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbances, and autism spectrum disorders to determine the implications of these characteristics for service delivery. Interns explore services by developing Individualized Family Service Plans (IFSPs) which looks at interventions in a variety of community settings to address unique needs of these children and their families.

### **SPED 263: Professional, Legal & Ethical Practices/Special Education Laws**

This applied course provides instruction in the philosophy, history, legal requirements, and ethical practices of special education at the local, state and federal levels. Content includes: 1) State and Federal Mandates, 2) Due Process Guidelines, 3) Legal Requirements for Assessment, 4) Current Trends, Local Policies, and Philosophies of Special Education, 5) Individualized Family Service Program (IFSP), 6) Individualized Education Program (IEP), 7) Transition Plans, 8) Positive Behavior Plans, 9) Individuals with Disabilities Education Improvement Act of 2004 and Section 504, and 10) Case Management Practices. The applied components of the course include case studies to reflect on ethical standards of teaching, of evidence-based educational practices in relation to theories, research, and legal requirements.



### **SPED 264: Effective Communication and Collaborative Partnerships**

This course provides essential communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective communication, collaboration, and consulting, particularly in a special education setting. Interns understand the elements of effective communication with: (1) individuals with disabilities and their parents and primary caregivers; (2) general/special education teachers and co-teachers, related service personnel and administrators; and (3) trans-disciplinary teams and teams for multi-tiered interventions, including interventions for complex student needs with the expertise of all necessary individuals and information required to develop the individualized program for each unique learner. Interns describe the need for open communication/collaboration and develop a framework for successful collaboration with educational partnerships. Interns are given opportunities to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. Interns explore common barriers to successful communication/collaboration and describe the components of successful collaboration, including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. The Practicum Supervisor and Mentor evaluate and support the practical application of these skills.

### SPED 267: Autism Spectrum Disorders (in-depth)

This course provides Interns with an in-depth focus on students with Autism Spectrum Disorder (ASD) who manifest atypical development of language, sensory processing, socialization, resulting in behavioral and communication differences. Interns examine and investigate strategies and academic environments that address communication and behavioral needs of students with ASD. Interns will examine major developmental delays and deficits that are common with Autism, including academics social skills, and communication. Research-based approaches will be analyzed as well as known effective strategies, currently approved and used successfully by teachers in the field. Interns will have the opportunity for in-depth discovery and lesson plan development for students with moderate to severe disabilities. Autism resources will be examined and explored giving Interns resources to use in their classrooms with students.

### SPED 268: Movement, Mobility & Sensory Development



This course provides candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with moderate to severe settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medication, and documentation procedures. This course provides an overview of strategies and technological aids for managing the needs of students with severe physical

disabilities, and the needs of students with visual and hearing impairments. Basic concepts and strategies for positioning, handling, and management of routines for activities such as feeding and personal hygiene are stressed, along with orientation and mobility training, and use of augmentative communication systems. Candidates will be expected to explore resources within the community and interact with healthcare providers and other specialists. Candidates will apply skills for communicating and working constructively with families and community members. Candidates will write and implement IEPs. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

### SPED 275: Individual Education Plan (IEP) & Transitions

This course is designed to prepare Interns to be able to fully participate in the Individual Education Plan (IEP) and Individual Transition Plan (ITP) process, from notification to completion. Case studies are used to illustrate the importance of effective participation as a team member and/or case manager for the IEP and ITP planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IEP/ITP goals based on standards and following all legal requirements of the IEP/ITP process, and the role of student, family, and other resources in its development. Interns will understand when and how to access site-based and community-based resources and agencies, including social, health, and language services.

### SPED 281: Practicum Fieldwork & Supervision – Special Education

This is the first of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn, practice, and reflect on each Teaching Performance Expectation (TPE) and learn how to integrate course content into their teaching practice. Interns' growth and progress is measured in meeting the (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern's developmental level of need.

### SPED 282: Practicum Fieldwork & Supervision – Special Education

This is the second of the four-part embedded practicum fieldwork and supervision component. Interns work

with a Practicum Supervisor and Mentor as they learn, practice, and reflect on each Teaching Performance Expectation (TPE) and learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the TPE using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

### SPED 283: Practicum Fieldwork & Supervision – Special Education

This is the third of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn, practice, and reflect on each Teaching Performance Expectation (TPE) and learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

### SPED 284: Practicum Fieldwork & Supervision – Special Education

This is the fourth of the four-part embedded practicum fieldwork and supervision component. Interns work with a Practicum Supervisor and Mentor as they learn, practice, and reflect on each Teaching Performance Expectation (TPE) and learn how to integrate course content into their teaching practice. Interns’ growth and progress is measured in meeting the (TPE) using the Description of Practice (DOP) for TPE. Interns receive formative and summative feedback aligned with the TPE and California Standards for the Teaching Profession (CSTP) - Continuum of Teaching Practice (CTP) which guides a reflective learning process that is documented on the Individual Learning Plan. Practicum Supervisors conduct both formal and informal observations and facilitate this course based on each Intern’s developmental level of need.

### TECH 255: Using Educational & Assistive Technology Effectively for Instruction and Assessment

This course provides opportunities for Interns to get hands-on experience with a range of computer-based technology to facilitate the teaching and learning process. Each Intern will develop a classroom plan to demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the classroom. Interns present how they use assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of their students. Interns provide evidence of developing meaningful classroom assessments and using assessment data to plan instruction.

### TECH 290: Technologies in the 21st- Century Classroom

This course is an in-depth extension of *Tech 110: Technology Uses in the Classroom*. Interns will be introduced to various technology tools, applications, and resources, as well as, 21st- century practices for integrating



technologies into the classroom. Hands-on training will assist Interns in learning about technologies specific to special education classrooms and in meeting integrating/innovating levels of the technology mastery in accordance with the California Standards for the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with State Academic Standards in K- 12 and language acquisition in special education classrooms.

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