



Sonoma County Office of Education
North Coast School of Education

“Be A Teacher” Intern Program Handbook



2021 - 2023



Accredited Credential Programs

District Intern/Preliminary Program

- Administrative Services Credential
- Designated Subjects Adult Education (AE)
- Designated Subjects Career Technical Education (CTE)
- Education Specialist Intern (SPED) [*Mild/Moderate (M/M) and Moderate/Severe (M/S)*]
- Multiple Subject Intern (MS)
- Single Subject Intern (SS)

Clear Credential Programs

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

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Tulare County Office of Education (TCOE) • San Joaquin Office of Education (SJOE) • Sacramento County Office of Education (SCOE)

About this Program Handbook

Sonoma County Office of Education

North Coast School of Education

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Welcome to the North Coast School of Education



From the Superintendent of Schools Steven Herrington, Ph.D.

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.



From the Executive Director Jason Lea

The North Coast School of Education's "Be a Teacher" Intern Programs are an alternative pathway to acquiring a teaching credential that prepares Interns to become teachers for elementary, middle, high school and special education. Interns 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 (TPE) 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 21st Century innovative practices; support teachers with California State Standards; provide technical assistance and mentoring to teachers and districts on the TPE 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.

About the North Coast School of Education (NCSOE)



Founded in 2015, NCSOE is housed within the Sonoma County Office of Education (SCOE) in Santa Rosa, California and administers state-approved teaching and school administrator credential programs that support new and aspiring educators as they develop and grow in their professional practice.

The vision of the North Coast School of Education is to build and support relationships, equity and student success. Through a mission of fostering empathy and equity among strong, creative and connected educators, NCSOE provides personalized, professional learning and training that supports an ongoing cycle of reflection and inquiry.

NCSOE strives to make a difference for all students by modeling and practicing respect for the ongoing learning required to build equitable school communities and a just and civil society for all. Our goal 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 classrooms, schools and districts.

Welcome to the “Be A Teacher” Intern Program

Congratulations on selecting the North Coast School of Education’s (NCSOE) “Be A Teacher” Intern Program for earning your Preliminary Teaching Credential! In NCSOE’s two-year state accredited Intern program, Interns are employed as teachers during the day and attend credential classes approximately two days a week while receiving ongoing support from an on-site Mentor, course Instructors, and Practicum Supervisors.

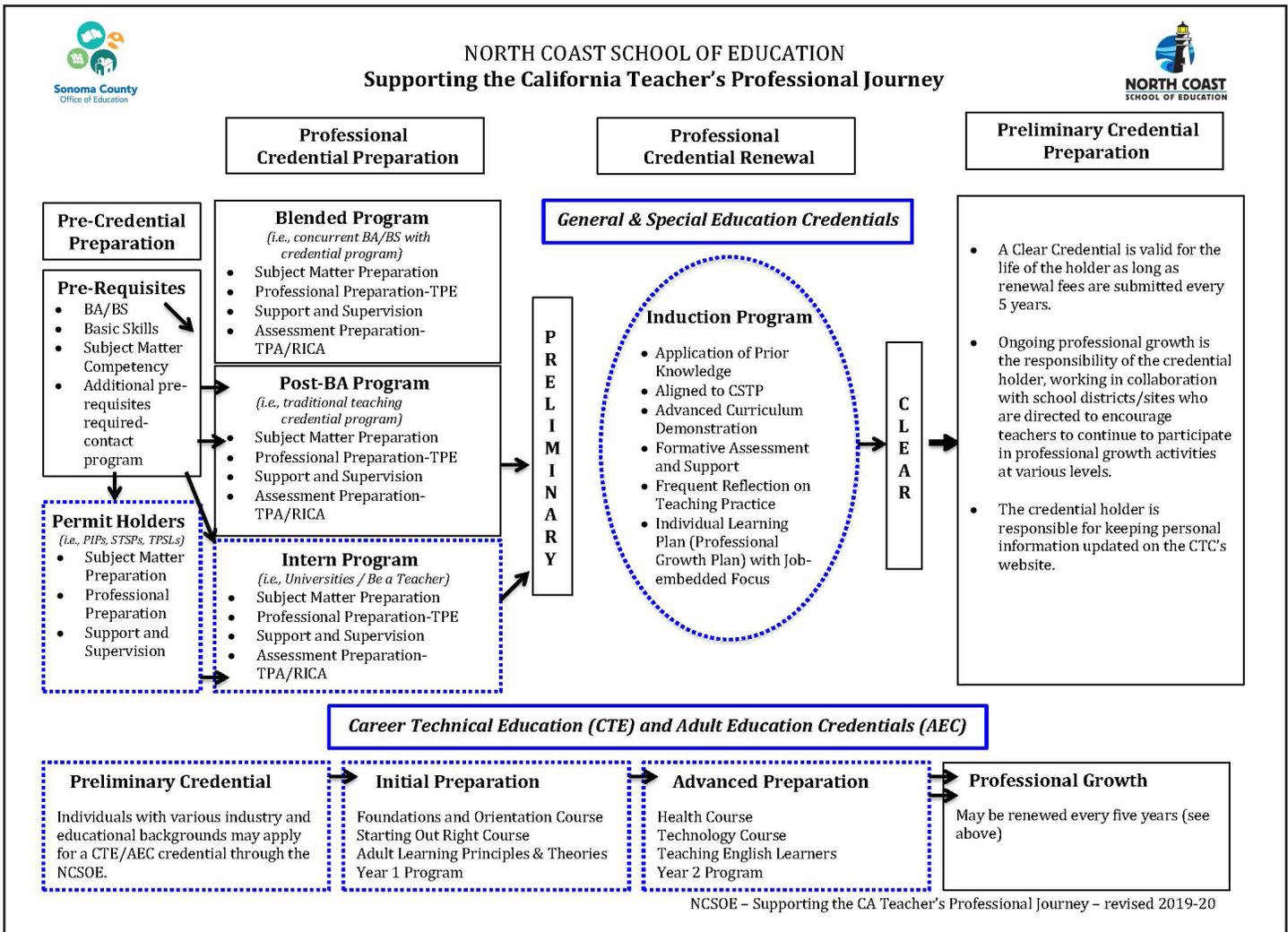
The teacher preparation programs at NCSOE are approved by the California Commission on Teacher Credentialing (CCTC) to prepare Interns for teaching in both general and special education classrooms in elementary, middle and high schools. Interns participate in a comprehensive program that combines academic 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 on the next page. 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 towards becoming 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.





Note: It is the responsibility of the participant to pass state- or program-required tests (i.e. CSET, edTPA, RICA, CalAPA, etc.). While coursework and Practicum/fieldwork Supervisors 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.

“Be A Teacher” Intern Program Overview

About the “Be A Teacher Intern Program

Founded in 2015, the “Be A Teacher” Intern Program is a district intern program for California public schools sponsored by a consortium of local school districts and coordinated by the Sonoma County Office of Education (SCOE) through the North Coast School of Education (NCSOE).



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) to provide an alternative route to earning a teaching credential. To assist districts in addressing the current teacher shortage in California, SCOE offers a satellite program in partnership with Lake county.

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.

The Sonoma County Office of Education has been awarded a number of grants to encourage and support new teachers. Information about the current grants available can be found on the [NCSOE website](#).

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 Clear Teaching Credential. Teacher Induction offers an Early Completion Option (ECO) to eligible participants.

Program Learning Outcomes:

1. Graduates demonstrate expertise in developing and implementing relevant and rigorous curriculum. They 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.

Advantages of 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)
- 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 book loans and materials
- Established cohorts offer support and collaboration between Interns*.

* 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 needs in accordance with applicable program policies, guidelines and procedures.

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

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.

NCSOE’s Researched-based Framework

NCSOE developed a research-based common framework across all credentialing programs that identifies four domains that are critical for achieving the overall vision of building and supporting relationships, equity and student success: **connection, collaboration, communication, and reliance**. These domains, built on the work of Knowles (1968) Adult Learning Theory and Kolb’s (1984) Experiential Learning Theory, are explored and practiced throughout a cycle of inquiry of Plan-Do-Reflect-Act (PDRA) grounded in personalized, professional learning.

NCSOE’s “Be a Teacher” Intern Program is grounded in these research-based frameworks which are applied through Wiggins and McTighe’s Understanding by Design and provides rigor, and

relevance in an experiential learning environment that is built upon relationships. Every component of the program is backward-designed and facilitated through an ongoing and personalized experience with trained Mentors, Fieldwork Supervisors and Instructors.



During the two-year program, Interns are provided with ongoing, formative feedback through an integrated system each semester that includes coursework-to-fieldwork assignments focusing on growth of the Teacher Performance Expectations (TPE).

In the first semester, Interns focus on Powerful Learning and Teaching and are immersed in rigor and relevance as they begin their teaching assignment. Learning centers on knowledge, skills and competencies in classroom management, assessment strategies, pedagogy, and instructional strategies for diverse learners.

The second semester is grounded in Working with Exceptional Learners. Coursework focuses on working with diverse learners, equity, restorative justice, and special education populations.

Powerful practice continues in the third semester as Interns focus on 21st Century Skills and Coursework with learning, reflection and practice on CTE, assessment, college and career readiness and beginning the development of the Intern’s Teacher Performance Assessment.

The final semester culminates with the lens on Culminating Competencies in which Interns are supported through coursework that evolves around the Teacher Performance Assessment.

Program Admissions

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

Those Interns meeting the preliminary Commission requirements, exhibiting the disposition of a teacher, and expressing a professional commitment to inquiry are encouraged to apply.

Intern Eligibility

Per state accreditation guidelines, in order to be eligible for the “Be A Teacher” Intern Program, Interns must be employed in a public school. As a result, every “Be A Teacher” Intern is a district employee and 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 **Basic Skills Requirement (i.e. 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 Credential**
- Successfully completed the **“Be A Teacher” Framework for Teaching pre-service coursework** (150-hours)
- Verified **employment in a cooperating public school district**. (Interns must provide an employment agreement verification letter)
- Interns must enroll with a **state approved program of support, supervision and coursework**



Potential 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 public 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.

Pre-Service Coursework Requirement

To be considered for “Be A Teacher” Intern participation, Interns must successfully complete the 150-hour Framework for Teaching pre-service coursework 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, Interns and Mentors meet approximately one hour a week. In addition, Mentors also provide personalized “just-in-time” coaching and support, as needed. Mentors receive training specific to the requirements of the program and the needs of the Interns in context of district priorities.

Interns are required to record 144 hours per year of general support and supervision and 45 hours per year of English language support on their *online Support Log*. The Intern’s support and supervision is provided by district personnel (per district requirements). The “Be A Teacher” Intern program will provide guidance, oversight and online access for the 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 participate in a minimum of **two 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 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 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.

Mentors provide critical support in guiding Interns with subject/content knowledge, lesson planning, and reflection. They help orient their Intern(s) to the school community and teaching profession while providing personalized “just in time” support that assists new teachers with immediate daily needs (i.e., behavior concerns, parent issues, etc.), creating a smooth transition from the theoretical learnings of teacher preparation

coursework to the realities of the classroom. Through this process, building a trusting relationship is essential. Mentors build this rapport by creating an environment free of judgment, maintaining confidentiality, and providing support that invites honest, open dialogue and reflection. *(Note: Mentors do not evaluate their Intern(s), nor is it part of their role to share evaluative information with administration.)*

NCSOE provides Mentors with training and support through a mentoring-based system centered on the four domains (Connections, Collaboration, Communication, and Relevance) of NCSOE’s researched-based framework.

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 are 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, Instructors and Practicum Supervisors for each cohort review course descriptions and establish the Teaching Performance Expectations (TPE) to be utilized to support NCSOE’s goals for continuous improvement.

Instructors provide classroom instruction for each course offered through the “Be A Teacher” Intern Program. All courses are aligned according to the TPE. Each Instructor grades Interns based on attendance, class participation and completion of assigned coursework.

Practicum Supervisors are responsible for the observation and assessment of each Intern. This includes a minimum of 12 observations 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.

In addition to the fieldwork with the Practicum Supervisors, courses are held two nights per week, three hours per night. Course schedules and locations are provided to Interns prior to the commencement of each semester. These are also available online in Canvas, the online learning management system (LMS). Each course is worth 1 or 2 units for a total of 30-32 units over the two-year program.

Practicum Supervision

The Practicum Supervisor assigned to each Intern visits his/her classroom regularly; a minimum of 12 observations per year (approximately once every three weeks). 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’s uses the “just-in-time” coaching model philosophy of expert and novice.



A variety of instruments are 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. These materials should 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

“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 administrators, Instructors and Mentors to problem-solve any difficulties related to the Intern.

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 public school district, and
- **Continue to make progress towards successful completion** of the teacher preparation program (program status), including being current in all payments and financial obligations to the program.

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. However, a “Be A Teacher” Intern who fails to retain employment status **cannot remain in the program.**

Important: 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.

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” Executive Director for action.

During the course of their participation in the “Be A Teacher” Intern Program, Interns are considered probationary employees. 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).

Program Requirements

“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 supervision with a “meets competency” rating or higher
- Interact weekly with Mentor and document interaction on *Intern/Permit Holder Support 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)
- Be current in all tuition payments and program financial obligations (i.e. returning books within two weeks after each course ends)

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. Interns should review the course syllabus for course expectations.

The Practicum Supervisor will be knowledgeable of the classroom instruction being taught and will conduct 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 the corrective action(s) required.

Canvas Learning Management System (LMS)

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

Canvas holds detailed information about each course and the assignments required for successful completion. Canvas is used as the vehicle 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 in an online ePortfolio of sorts.

Instructors provide additional information and directions throughout the program. Additionally, NCSOE contracts with Canvas to offer 24/7 support to assist with questions regarding navigation, submission, etc.

Grading Scale

All courses are expected to be completed at a mastery level. Mastery level in preservice and Intern coursework is determined to be a grade of “C” or better. A grade of “C-” or lower is considered a failing grade. Failing grades result in automatic academic probation status. More than two failing grades within one academic year will result in dismissal from the program.

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

Program Probation: If an Intern receives a program status of not satisfactory or a course grade of “C-” (C minus) or lower from an Instructor or 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 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 first 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 NCSOE Department Administrative Specialist **within 10 days** of the meeting with the Instructor or Practicum Supervisor. The 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.

Summative Assessment of Intern Performance

Interns must successfully demonstrate competency and mastery of:

- Teaching Performance Expectations (TPE)
- Educative Teacher Performance Assessment (edTPA)
- Subject-Specific Pedagogical Skills
- 21st Century Skills

The 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 learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPE by successfully completing coursework, engaging in fieldwork, and passing 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 edTPA.

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 that meet the needs of each and every student and 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. The beginning teachers 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.

[A full version of the approved TPE document](#) with narratives can be accessed on CTC’s website.

Note: NCSOE is in the process of transitioning to the [state-required 2018 Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations](#), which includes the requirement that all Education Specialist credential interns take and pass a teaching performance assessment (TPA), effective the 2022-23

academic year. This transition and implementation will be fully operational by September 1, 2022, and the program will include information and support for interns and their mentors in understanding and completing this requirement.

Educative Teacher Performance Assessment (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; and
8. Arranging technical assistance for the video portion of the assessment.

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.

21st Century Skills

In addition to demonstrating competency in the TPE subject-specific pedagogical skills, and passage of the edTPA, Interns also demonstrate competency in 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

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 Coursework Tuition

Fee	Amount Due
Application Fee (nonrefundable)	\$250
Pre-service Tuition (does not include application fee)	\$750

California Prerequisite Requirements

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 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)**

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 for two-year program: \$9,500

Payment Options	Amount Due	Due Date
1. Full Payment	\$9,500	September 1 (Year 1)
2. Installment Plan (2 payments)	\$4,750	September 1 (Year 1)
	\$4,750	September 1 (Year 2)
3. Installment Plan (4 payments)	\$2,375	September 1 (Year 1)
	\$2,375	February 1 (Year 1)
	\$2,375	September 1 (Year 2)
	\$2,375	February 1 (Year 2)
4. Installment Plan (Monthly payments)	\$396 per month	24 month term Due on the first day of each month starting on September 1st
5. Credit Card / PayPal (Full payment)	\$9,500 +\$350 convenience fee	September 1 (Year 1)
6. Student Loan through Community First Credit Union	Monthly payment with CFCU	Annual loan 48 month term

Program Completion

Interns completing a teacher preparation program must successfully complete Teaching Performance Assessments (edTPA) based on the Teaching Performance Expectations (TPE). (*Education Specialists will be included beginning 2022*). “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 the Practicums are designed to support the Intern’s success in meeting this requirement. Additionally, Interns participate in an annual Orientation and edTPA courses, which directly address this requirement.

Upon successful completion of the “Be A Teacher” Intern Program and passing of the edTPA and all state exams, NCSOE 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, return all textbooks, pay all fees, and successfully complete all coursework and program requirements before being recommended for a preliminary credential. Those Interns not completing program requirements, who are not preliminary credential eligible, are not eligible for Teacher Induction and must enroll in the Intern Support and Supervision Program at an additional cost.

Program Policies

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.

Change in Academic Status Policy

All Interns are expected to meet or exceed standards for every course. If an Intern fails to meet or exceed standards (either at the end of the semester or overall), they will be placed on Academic Probation and an Improvement Plan will be developed to support the Intern.

An Intern who does not complete the required coursework and/or examinations (e.g. RICA, edTPA) in four semesters will be required to take a 5th or 6th semester of Practicum Supervision while they work to complete the program requirements. The additional semester(s) result in added tuition.

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 will resolve the issue(s) 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 Form](#).

Inactive Status

Intern Teachers who are no longer employed as the “Teacher of Record” in their district will be considered inactive and their Intern Credential will be suspended. This will require notification to the California Commission on Teacher Credentialing. The Commission will document the expiration of the Intern Credential. Fees for subsequent enrollment back into the program will be based on the cost of current year tuition.

Intern Program Dismissal

The following applies to Interns who are not making sufficient progress in completing the program (coursework and examinations), Practicum Supervision, employment, maintaining good financial standing and adhering to the professional code of conduct requirements:

- An Intern is placed on academic probation if they fail a course and may be dismissed if they fail 3 or more courses prior to completing their program.
- Practicum Supervision is considered a course. Failure to complete a semester of Practicum Supervision due to dismissal by employer results in a Fail for the course. Interns may be dismissed if they fail any two semesters of Practicum Supervision.

Leave of Absence Status

Intern Teachers who need to take a leave of absence from the program must discuss this request with the Intern Program Registrar. Fees for subsequent enrollment back into the program will be based on the cost of current year tuition.

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](#). Additionally, alcohol, drugs, tobacco, and weapons are prohibited on the SCOE campus.

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

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 expectations 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 that 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.

Special Considerations Policy

Reasonable accommodations and modifications to meet the needs of all Interns, particularly English language learners (ELL) and those with disabilities, will be provided throughout the courses. Any Intern who has a disability that affects their participation in the a course should contact the Instructor as soon as possible in order to request a reasonable accomodation or modification.

Video Recording Policy

NCSOE may require the videotaping of Interns for instructional purposes (i.e., classroom observations, remote meetings, supervision, etc.). These videos are archived in NCSOE’s learning management system as a part of the Intern’s fieldwork experience or classroom assignments and will not be shared unless all parties involved have given specific written permission to do so or unless required by law.

Withdrawal from Program

Withdrawing from an Intern position and/or the NCSOE Intern Program requires notification to the California Commission on Teacher Credentialing. The Commission will document the expiration of the Intern Credential. If an Intern withdraws from the program, they are responsible for paying the semester in full.

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

Required Coursework

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.

Framework for Teaching Pre-service (For all credential types - General Education and Education Specialists)

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

Education Specialist Preliminary Teaching Credential - Mild/Moderate

REQUIRED COURSEWORK – FIRST SEMESTER

Course	Title	Units
SPED 275	IEP and Transitions	2
SPED 260	Positive Behavior Support	2
SPED 261	Assessment of Learning and Teaching	2
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
SPED 281	Special Education Practicum Fieldwork & Supervision	1
Total		8

REQUIRED COURSEWORK – SECOND SEMESTER

Course	Title	Units
CURR 232	Curriculum and Instruction: Beginning Reading	2
SPED 262	Typical and Atypical Development/Mild - Moderate	2
SPED 264	Effective Communication and Collaborative Partners	2
SPED 263	Special Education Laws	1
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
SPED 230	Curriculum & Instruction for Students with Mild/Moderate Disabilities	2
CURR 252	Instructional Strategies for English Language Learners	1
SPED 251	Creating Positive, Healthy Environments for Diverse Learners	2
SPED 283	Special Education Practicum Fieldwork & Supervision	1
Total		7

REQUIRED COURSEWORK – FOURTH SEMESTER

Course	Title	Units
SPED 267	Autism Spectrum Disorders (in-depth)	1
CURR 231	Curriculum and Instruction: Math	2
SPED 233	Curriculum and Instruction: ELA & Writing	1
CURR 234	Building Academic Language	1
SPED 259	Programming Strategies for Students with Autism	2
TECH 290	Technology in the Classroom	1
SPED 284	Special Education Practicum Fieldwork & Supervision	1
Total		9

Education Specialist Preliminary Teaching Credential - Moderate/Severe

REQUIRED COURSEWORK – FIRST SEMESTER

Course	Title	Units
SPED 275	IEP and Transitions	2
SPED 260	Positive Behavior Support	2
SPED 261	Assessment of Learning and Teaching	2
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
SPED 281	Special Education Practicum Fieldwork & Supervision	1
Total		8

REQUIRED COURSEWORK – SECOND SEMESTER

Course	Title	Units
CURR 232	Curriculum and Instruction: Beginning Reading	2
SPED 262	Typical and Atypical Development/Moderate-Severe	2
SPED 264	Effective Communication and Collaborative Partners	2
SPED 263	Special Education Laws	1
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
SPED 230	Curriculum & Instruction for Students with Moderate/Severe Disabilities	2
CURR 252	Instructional Strategies for English Language Learners	1
SPED 268	Movement, Mobility & Sensory Development	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 267	Autism Spectrum Disorders	1
CURR 231	Curriculum and Instruction: Math	2
SPED 233	Curriculum and Instruction: ELA & Writing	1
CURR 234	Building Academic Language	1
SPED 259	Programming Strategies for Students with Autism	2
TECH 290	Technology in the Classroom	1
SPED 284	Special Education Practicum Fieldwork & Supervision	1
Total		9

Multiple Subject Preliminary Teaching Credential

REQUIRED COURSEWORK – FIRST SEMESTER

Course	Title	Units
CURR 220	Classroom Management and Restorative Justice	2
CURR 237	Curriculum & Instruction: Language Arts & Writing	1
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
CURR 231	Curriculum & Instruction: Math	2
CURR 228	Psychosocial Cognitive Development	1
CURR 281	Practicum Fieldwork & Supervision 1	1
Total		8

REQUIRED COURSEWORK – SECOND SEMESTER

Course	Title	Units
CURR 290	Assessing Student Learning - Part 1	1
CURR 232	Curriculum & Instruction: Beginning Reading	2
CURR 236	Curriculum & Instruction: Science	1
SPED 221	Exceptional Learners 1: Foundations	1
CURR 235	Curriculum & Instruction: History & Social Science	1
CURR 252	Instructional Strategies for ELL	1
CURR 282	Practicum Fieldwork & Supervision 2	1
Total		8

REQUIRED COURSEWORK – THIRD SEMESTER

Course	Title	Units
CURR 221	Curriculum & Instruction: Health & Safety	1
CURR 234	Building Academic Language	1
CURR 201	TPA 1: Introduction to the TPA	1
CURR 290	Assessing Student Learning - Part 2	1
CURR 202	TPA 2: Strategies, Theory and Reflection	1
CURR 294	21st Century Teaching and Reflection	1
CURR 223	Curriculum & Instruction: PE	1
CURR 283	Practicum Fieldwork & Supervision 3	1
Total		8

REQUIRED COURSEWORK – FOURTH SEMESTER

Course	Title	Units
SPED 222	Exceptional Learner II: Special Education Students in the Classroom	1
CURR 203	TPA 3: Assessing Learning	1
CURR 204	TPA 4: Culminating Teaching Experience	1
CURR 254	Curriculum & Instruction: Visual & Performing Arts	1
CURR 253	Philosophy & History of Education	1
TECH 290	Technology in the 21st-Century Classroom	1
CURR 284	Practicum Fieldwork & Supervision 4	1
Total		7

Single Subject Preliminary Teaching Credential

REQUIRED COURSEWORK – FIRST SEMESTER

Course	Title	Units
CURR 220	Classroom Management and Restorative Justice - Part 1	1
CURR 252	Instructional Strategies for English Language Learners	1
CURR 290	Assessing Student Learning - Part 1	1
CURR 240	Instructional Strategies for Secondary Students	1
CURR 242	Reading & Writing in the Content Area for 21st-Century Learners	2
CURR 245	Content Specific Instruction	2
CURR 281	Practicum Fieldwork & Supervision 1	1
Total		9

REQUIRED COURSEWORK – SECOND SEMESTER

Course	Title	Units
CURR 251	Teaching Culturally & Linguistically Diverse Learners	1
SPED 221	Exceptional Learners 1: Foundations	1
CURR 220	Classroom Management and Restorative Justice - Part 2	1
SPED 222	Exceptional Learner 2: Special Ed Students in the Classroom	1
CURR 246	Transforming Education through the Maker Movement	1
CURR 247	Teaching for Equity	1
CURR 282	Practicum Fieldwork & Supervision 2	1
Total		7

REQUIRED COURSEWORK – THIRD SEMESTER

Course	Title	Units
TECH 290	Technology in the 21st-Century Classroom	1
CURR 290	Assessing Student Learning - Part 1	1
CURR 201	TPA 1: Introduction to the TPA	1
CURR 294	21st Century Teaching and Learning	1
CURR 202	TPA 2: Strategies, Theory and Reflection	1
CURR 292	College & Career Readiness	1
CURR 283	Practicum Fieldwork & Supervision 3	1
Total		7

REQUIRED COURSEWORK – FOURTH SEMESTER

Course	Title	Units
CURR 221	Curriculum & Instruction: Health and Safety	1
CURR 253	Philosophy & History of Education	1
CURR 241	Adolescent Growth and Development	1
CURR 203	TPA 3: Planning, Instruction and Assessment	1
CURR 204	TPA 4: Culminating Teaching Experience	1
CURR 243	Curriculum & Instruction: Movement	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 FFT 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.

PRE-SERVICE FFT 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 TPE 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 FFT 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 FFT 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 FFT 114: Curriculum, Assessment, & Instruction

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 FFT 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 FFT 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.

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 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 texts, 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 anti-racism 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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North Coast School of Education

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