

## **Teacher Intern: Education Specialist Mild/Moderate**

### **1. Program Description**

#### *1.1 Narrative*

The Sonoma County Office of Education (SCOE), North Coast School of Education (NCSOE), provides a preliminary credential through the “Be A Teacher” District Intern Program, approved by the California Commission on Teacher Credentialing (CCTC) to prepare candidates for teaching in both general education and special education classrooms in elementary, middle and high schools. Candidates participate in a comprehensive program that combines academic preparation (coursework) with extensive experiences in schools (embedded fieldwork). Candidates who successfully complete a program are eligible to be recommended for a preliminary credential as defined in [California’s Learning to Teach System](#). Details of the program are provided annually on the website in the [NCSOE “Be A Teacher” Intern Program Handbook](#).

The “Be A Teacher” District Intern Program was founded in 2016, and sponsored by a consortium of local school districts and coordinated by Sonoma County Office of Education (SCOE). Beginning in 2016, several districts reported teacher shortages in a variety of areas, including special education, math, science, Spanish and multiple subject. District intern programs provide an alternative route to earning a teaching credential. To assist districts in addressing the current teacher shortage in California, SCOE offers a preliminary education specialist program (mild/moderate)

**Education Specialist mild/moderate** candidates are accepted on a first-come, first serve basis from diverse cultural, linguistic and academic backgrounds, as well as re-entry from a variety of other professions. Those candidates meeting the preliminary Commission requirements, dispositions for teachers, and professional commitment to inquiry are encouraged to apply. Candidates must be hired as a “teacher of record” within their credential area and meet requirements prior to enrollment in coursework ([NCSOE “Be A Teacher” Intern Program Handbook](#)). NCSOE assures that a qualified mentor and practicum supervisor are assigned to each candidate within the first 30 days of the candidate’s enrollment in the program, matching the mentor/practicum supervisor and candidate according to credentials held, and grade level and/or subject area, as appropriate to the candidate’s employment. NCSOE ensures that all mentors and practicum supervisors hold a valid California teaching credential. These and additional qualifications are shared annually with faculty, site leaders and administrators as well as prospective faculty.

Education Specialist mild/moderate candidates are awarded a California Preliminary Teaching Credential upon successful completion of the four-semester program. At this point, they move into the induction phase of their program, culminating in a California Clear Credential.

### 1.1.1 Table depicting location, delivery models, and pathways

LOCATION	DELIVERY MODELS	PATHWAYS
Sonoma County Office of Education North Coast School of Education 5340 Skyline Blvd. Santa Rosa, CA 95403	Hybrid	Traditional, ECO

## 2. Organizational Structure

### 2.1 Organizational Chart/Graphic

The Lead Educational Agency (LEA) for all credential programs in the North Coast School of Education is the Sonoma County Office of Education (SCOE):

[SCOE Organizational Chart Graphic.](#)

All Credential Programs offered through the SCOE, are housed in the NCSOE:

[NCSOE Organizational Chart Graphic](#)

## 3. Faculty Qualifications

### 3.1 Faculty Distribution Table

Faculty Distribution Table			
Full-time	Part-time	Supplemental Faculty	Vacancies
5	3	40	0

### 3.2 Annotated Faculty List

The annotated faculty and master schedule of courses denote which courses are taught by which faculty, including part time faculty.

Faculty Vitae

[Faculty Syllabi](#)

[Master Schedule of Education Specialist Courses](#)

### 3.3 Published Documentation

[Job Description Practicum Supervisor](#)

## [Job Description Instructor](#)

Mentor Roles and Responsibilities

Mentor Application

*3.4 Faculty Recruitment documents (if applicable)*

[Edjoin posting - Practicum Supervisor](#)

[Edjoin posting - Instructor](#)

### **4. Course Sequence**

The Pre-Service Program Framework for Teaching consists of seven courses that exceed the 120-hour requirement. The Pre-Service Program includes foundational preparation in Curriculum and Instruction including specific pedagogy, Classroom Management & Planning, Reading/Language Arts, Teaching English Learners, and Human Development. All requirements must be successfully completed by candidates prior to the issuance of an Intern Credential and being employed as a teacher intern. Upon employment, candidates must enroll in the required coursework for the single subject preliminary teacher credential. The program coursework consists of approximately 30 units over two-years provided in a cohort model. The program comprehensively includes 1 and 2 unit courses, job-embedded field experiences, Teacher Performance Expectations (TPE) evaluation and practicum supervision.

*4.1 Published course sequence from Course Catalogue*

Education Specialist Course Sequence

### **5. Course Matrix**

5.1 The course matrix denotes the candidates' opportunity to learn and master the competencies for the single subject preliminary credential. For each competency it is noted when the candidate is introduced (I), practices (P), and is assessed (A) for that competency. The required courses for the Be A Teacher Program are included with notations and links to specific syllabi for reference.

Education Specialist Course Matrix

### **6. Fieldwork and Clinical Practice**

*6.1 Sequence*

The Be A Teacher Intern Program has a planned sequence of field experiences and clinical practice for intern candidates. Each course has clearly defined objectives and outcomes that link to application in P-12 classrooms. The overall design of the program is to support each intern candidate in building skills and proficiencies that engage students to learn state-academic

standards through intensive and extensive job-embedded applied learning and ongoing feedback by Practicum Supervisors.

Through relevant professional development experiences, Interns cultivate expertise in subject matter and pedagogical strategies. As required by the CCTC, interns engage in 144 hours per year of support and supervision (plus an additional 45 hours in support of English language learners). Interns accumulate these hours through job-embedded work with practicum supervisors, mentors, and by participating in district-sponsored professional development.

Fieldwork/Clinical Practice		
Credential Type	Support and Supervision Clinical Practice Hours (144 hours)	Experience in the Field Hours (600 hours)
Education Specialist Intern	<ul style="list-style-type: none"><li>• 144 hours supported and supervised</li><li>• 45 hours supported and supervised specific to teaching English Learners</li></ul>	<ul style="list-style-type: none"><li>• Completed throughout the program</li></ul>

Be a Teacher Faculty Handbook

Sample Canvas Course Summary CURR 281

Sample Course Syllabi for CURR 281

Sample Course Sequence

Intern Support and Supervision Table

## *6.2 Memorandum of Understanding (MOU) and Partnership Agreements*

In the Sonoma County Office of Education, North Coast School of Education, has developed and implemented an Intern Support and Supervision Plan, Professional Intern Program Plan and a Memorandum of Understanding for each intern candidate in consultation with the employing district. The plan and the MOU includes but is not limited to the following:

- Requirements of district, program and support personnel;
- Requirements of each candidate placement and program coursework;
- Expectations and criteria for mentor selection, training and evaluation;
- Support and assessment roles and responsibilities for the program and the district.

Intern Agreement

MOU

Intern Program Plan

### *6.3 Veteran Practitioner Training Material*

In the Sonoma County Office of Education, North Coast School of Education, has developed a series of ongoing, sustained trainings for all veteran practitioners. These trainings are provided as collaborative learning sessions conducted by lead trainers, SCOE staff and outside agencies.

Be A Teacher Faculty Handbook 2017-2018

Classroom Observation & Management Protocol (COMP) Training

Practicum Supervisor Orientations and Trainings

Instructor Orientations and Trainings

Faculty Collaboratives Agenda Samples

The Mentoring System

Intern Support and Supervision Program (ISSP)

Coaching and Mentoring Series

EdTPA Stanford University

### *6.4 Documentation of Candidate Placements*

In Sonoma County Office of Education, North Coast School of Education, has developed a confidential file system as well as a Google spreadsheet, and confidential database for documentation and candidate placements. The spreadsheet below verifies appropriate placements for all candidates within the education specialist preliminary credential program.

Credential/Candidate tracking spreadsheet

### *6.5 Clinical Practice Handbook/Manual*

All faculty including instructors and practicum supervisors follow clinical practice and evidence documentation as outlined in the Be A Teacher Faculty Handbook. All preliminary program standards and Teacher Performance Expectations (TPE) are reflective of the newly approved Commission Preliminary Standards and TPE, 2016.

[Be A Teacher Faculty Handbook 2017-2018](#)

*6.6 Fieldwork/Clinical Practice Syllabi*

All Education Specialist intern candidates are assessed by instructors during individual courses as well as further assessed and supervised by practicum supervisors during job-embedded clinical practice. Site level administrators evaluate all interns using a district-approved evaluative tool. All assessment instruments are systemized to ensure that each candidate is assessed according to Commission guidelines, California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). Evidence and documentation instruments are required for use by all faculty members.

Faculty Syllabi

Canvas Courses with links to 281, 282, 283 and 284

Course Syllabi for 281, 282, 283 and 284

Faculty Handbook

*6.6.1 Clinical Practice Assessment Instruments*

Clinical practice assessment instruments are defined and provided in the Be A Teacher Faculty Handbook.

Be A Teacher Faculty Handbook

[Appendix](#)

**7. Credential Recommendation**

*7.1 Brief Description*

The SCOE, NCSOE has implemented and adheres to a systematic process to ensure that appropriate credential recommendations are issued only to qualified candidates completing the program. The program utilizes credential advisements and progress monitoring documents at various levels of review and approval.

The Program Coordinator, Division Department Administrative Specialist and Registrar advise and monitor the progress of the candidates towards completion of all program and credential requirements. To apply for a Clear credential, a checklist is completed, documenting all required components and submitted to the NCSOE Division Department Administrative Specialist. Upon verification of all program and credential requirements, the application packet

is submitted to the Executive Director for approval. The Credential Analysts then prepares the approved recommendation to the CTC.

Upon successful completion of the Be A Teacher Intern Program and successful completion of the TPA, the program recommends the Intern for a Preliminary Teaching Credential by completing the following California Commission on Teacher Credential process including but not limited to:

- Verification Checklist
- [Recommendation for Preliminary Teaching Credential \(CL-708\)](#)
- [Application for Credential Authorizing Public School Service \(41-4\)](#);
- Submittal of forms [CL-708](#), [41-4](#): a valid CPR card (Adult, Child, Infant),
- Recommendation to the CCTC

Program Completion Checklist

[Sample Transcript](#)

*7.1.1 Progress Monitoring Documents:*

Intern Performance Appraisal

Individual Learning Plan