



Human Resources Division  
**iCAAP**  
Intern, Credentialing, and Added Authorization Program  
**Professional Development Plan - PDP**



# Intern, Credentialing, and Added Authorization Program **iCAAP** Professional Development Plan

## Programs

**General Education Program**  
Multiple Subject Preliminary  
Single Subject Preliminary: Mathematics, Science, English

**Education Specialist Preliminary Program**  
Mild to Moderate Support Needs  
Extensive Support Needs  
Early Childhood Special Education

**Teacher Induction Program**

**School Nurse Services Clear Program (Pending)**

**Added Authorization Program**  
Autism Spectrum Disorder  
Early Childhood Special Education  
Bilingual: Spanish, Mandarin, Korean, French  
Reading and Literacy

**2023-2024**



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**Board of Education**

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| Dr. Rocio Rivas         | Board District 2     |
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**Los Angeles Unified School District**

Alberto M. Carvalho  
 Superintendent

**Human Resources Division**

Ileana Davalos  
 Chief Human Resources Officer

**Induction & Credentialing Unit**

Marco A. Nava, Ed.D.  
 Administrator

**Certificated Recruitment, Selection, and Credential Services**

Andrea Romero                                      Senior Office Technician

**Intern , Credentialing, and Added Authorization Program (iCAAP):** Preliminary Intern Programs – Education Specialist MMSN, ESN, ECSE, General Education Programs – Multiple Subject, Single Subject – Mathematics, Science and English; Credentialed Educators Now Teaching Special Education (CENTSE); Induction program, School Services Nurse Clear Credential - Pending; Added Authorizations: Early Childhood Special Education, Autism Spectrum Disorder, Bilingual – Spanish, French Korean, Mandarin, and Reading and Literacy,

**Director**

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**Coordinator**

Bonnie Ratner, MA

**Teacher Expert**

Vacant

**Program Teacher Advisers**

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Jose Pallares, M.S.

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Jakira Terrance,  
 Senior Secretary



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### **Los Angeles Unified School District Mission**

Embracing our diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders. We are L.A. Unified.

### **Los Angeles Unified School District Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

### **iCAAP Mission**

LAUSD iCAAP prepares urban public-school candidates to effectively educate students of all abilities across a wide range of settings so that each contributes to and benefits from our diverse society.

### **Intern Program History**

District Intern Programs were authorized by the 1983 Senate Bill 813 in response to educational reforms and critical teacher shortages. LAUSD initiated its own Intern program in 1984 and in 1987, the Governor signed Assembly Bill 1782 authorizing the program's expansion to include elementary, elementary bilingual, and secondary teachers in Mathematics and Science. In 1994, the LAUSD Intern Program piloted a study for the Education Specialist: Mild/moderate support needs, Level I and Level II (K-12) Credentials.

In 2006, the District Intern Program applied for and received approval for the Education Specialist, Moderate/Severe Credentialing Program. English Language Learners authorization for the Education Specialist (Mild/Moderate and Moderate/Severe) Credential Programs was granted in 2007. LAUSD implemented its new Preliminary Education Specialist Credential for Mild/Moderate and Moderate/Severe in response to California's newly adopted Education Specialist Teaching and other Related Services Credential Standards in 2011.

The District Intern Program Professional Development Plan meets California State teacher credentialing requirements, California State instructional standards, and LAUSD instructional priorities. It is designed to enhance the quality of teachers employed by LAUSD and to ensure that teachers are provided with the knowledge and skills necessary to meet the needs of all students.

The District Intern Program prepares highly qualified urban public-school teachers for the following preliminary credentials:

- **General Education Preliminary Credential:** Multiple Subject and Single Subject: English, Science, and Mathematics
- **Preliminary Education Specialist Credential:** Mild/moderate support needs (MMSN), Extensive support needs (ESN), Early Childhood Special Education (ECSE)

**As of June 2022, more than 16,000 teachers have earned their teacher certifications with LAUSD.**



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**Professional Development Plan Overview**

**Intern Program:**

iCAAP Interns complete a prerequisite 160-hour Pre-Service Orientation prior to entering the formal Professional Development Plan. Credentialed Educators Now Teaching Special Education (CENTSE) complete an 80-hour Pre-Service Orientation.

The iCAAP Professional Development Plan is a carefully designed sequence of courses and portfolio tasks aligned to State and District standards and Commission on Teacher Credentialing (CTC) credentialing requirements. The courses and portfolio tasks are designed specially to guide beginning teachers through educational theory and the application of pedagogy in their classrooms. All Preliminary Programs offered by the LAUSD District Intern Program require professional preparation coursework that all candidates will complete within two years.

Experienced Instructional Faculty (IF), knowledgeable in their specific subject areas and specialties, teach all courses. Instructional Faculty also participate in additional training aligned with State and District priorities and current educational research. Current theory and research are embedded throughout the program.

iCAAP Interns complete specific tasks that demonstrate knowledge of the Teaching Performance Expectations (TPEs) or the CTC standards specific to the Education Specialist Credential. These tasks include but are not limited to: lesson and unit planning, becoming acquainted with school culture, parent/guardian relationships, home environment, and community resources; creating accommodations for students with special needs; organizing and managing discipline plans; and developing positive behavior support systems.

iCAAP Interns participate in a system of support, coordinated by District-approved like-credentialed Instructional Faculty Lead Mentors (IFLM), involving Program Specialists, Teacher Advisers, Instructional Faculty, Administrators, Department Chairs, school site staff, and their own collaborative cohort colleagues, throughout the District Intern Program.

**Teacher Induction:** The iCAAP **Teacher Induction** Program prepares Education Specialists and District Intern graduates for the **California Clear Credential**. The intent of the two-year, individualized, job-embedded system of mentoring, support, and professional learning program is to provide an opportunity for each candidate to grow in their capacity as a teacher through an individualized program of reflection supported by like-credentialed Instructional Faculty Lead Mentors (IFLM).

**School Nurse Services Clear Credential (PENDING):**

**Added Authorizations (AA):** iCAAP added authorization programs require specific advanced preparation for the teacher and are only available through completion of Commission-approved program based on Commission-approved standards. Presently iCAAP is authorized to offer: Autism Spectrum Disorder AA, Early Childhood Special Education AA and Bilingual AA (Spanish, Korean, Mandarin, and French), Reading and Literacy AA.



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**Multiple Subject Course Sequence:**

**Pre-Service Orientation (160 Hours)**

| Course Number | Course Title              | Salary Points  |
|---------------|---------------------------|----------------|
| Ed 222.1      | Pre-Service Orientation A | 4              |
| Ed 222.2      | Pre-Service Orientation B | 4              |
|               |                           | <b>8 Total</b> |

**Preparation Phase:**

| Course Number | Course Title  | Salary Points   |
|---------------|---|-----------------|
| Ed 211.11g    | Curriculum and Methods of Teaching English Language Learners (Multicultural)                | 1               |
| Ed 402.1a     | Portfolio Practicum (Year 1)  | 3               |
| Ed 200.1      | Classroom Organization and Management   | 1               |
| Ed 202a       | Curriculum and Methods for Teaching Reading and English Language Arts                       | 1               |
| Ed 202b       | Curriculum and Methods for Teaching Reading and English Language Arts                       | 1               |
| Ed 304a       | Curriculum and Methods of Teaching Mathematics  | 1               |
| Ed 304b       | Curriculum and Methods of Teaching Science  | 1               |
| Ed 200.16     | Voices of Diversity (Multicultural)   | 1               |
| Ed 228ab      | CalTPA Instructional Cycle 1  | 2               |
| Ed 402.1b     | Portfolio Practicum (Year 2)  | 3               |
| Ed 228c       | CalTPA Instructional Cycle 2  | 1               |
| Ed 100.10b    | Cultural Community Connections (Multicultural)  | 1               |
| Ed 218        | Curriculum and Methods of Teaching History, Social Studies with Ethic Focus (Multicultural) | 1               |
| ESEd 402c     | Reading for Students with Special Needs   | 1               |
| Ed 220b       | Foundations of Education  | 1               |
| Ed 100.10a    | Teaching and Learning in a Multicultural Society (Multicultural)                            | 1               |
| Ed 217        | Curriculum and Methods of Teaching Health/Physical Education                                | 1               |
| Ed 200.17     | Co-Teaching and Collaboration   | 1               |
| Ed 214c       | Curriculum and Methods of Teaching Music/Visual and Performing Arts                         | 1               |
|               | Cardiopulmonary Resuscitation (CPR) Verification  | 0               |
|               | Portfolio Exit Symposium  | 0               |
|               |   | <b>24 Total</b> |



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## **Multiple Subject Course Descriptions**

### **Pre-Service Orientation (160 Hours)- iCAAP Intern**

#### **Ed 222.1, Ed 222.2 Pre-Service Orientation**

Candidates participate in a four-week, 160-hour, Pre-Service Orientation prior to entering the classroom as the teacher of record. The Pre-Service Orientation provides candidates with critical skills necessary to effectively instruct all students in a multilingual, multicultural, and economically diverse urban school district.

Candidates participate in five instructional modules:

- Teaching English Learners,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the four instructional modules include:

- California Content Standards and Frameworks;
- English Language Development (ELD);
- Specially Designed Instruction in English (SDAIE);
- methods of assessing student learning;
- curriculum planning and instruction;
- child development;
- theories on language acquisition;
- federal and state laws pertaining to universal access and special education;
- individualized education plans (including IFSPs, IEPs, and ITPs) and related procedures;
- specific characteristics related to students with mild/extensive support needs;
- movement, mobility, and health needs of students with mild/extensive support needs;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

## **Multiple Subject Course Descriptions**

**Preparation Phase:** All Preliminary Programs offered by the LAUSD District Intern Program require professional preparation coursework that all candidates will complete within two years.

### **Ed 100.10b Cultural Community Connections (Multicultural)**

Interns focus on developing into culturally and linguistically responsive (CLR) teachers who validate and use the cultures, languages, and communities of the students they serve to create inclusive, caring, and safe learning environments that promote equity and engage all students in learning. In this class interns deepen their understanding of students' lives and backgrounds, are mindful of how learners construct knowledge and practice the use of CLR approaches and strategies to increase student





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engagement and overall academic success. Topics include analysis of personal biases and how those can positively and negatively affect teaching and learning, investigation of students' cultural and linguistic backgrounds, exploration of community and cultural resources, and identification of culturally and linguistically responsive strategies.

Interns research and participate in relevant aspects of students' cultural background and experiences outside of the school day (e.g. exploring community resource contacts, participation in cultural events, and school-based activities), thereby gaining greater insight and understanding of various cultural groups at school. Participation in these activities helps Interns understand and incorporate the cultural identity of his/her students into planning and delivery of lessons. Interns explore and reflect on their personal biases and belief systems. Interns will demonstrate knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships to more effectively engage with families and communities.

#### **Ed 402.1a Portfolio Practicum (Year 1)**

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs).

#### **Ed 402.1b Portfolio Practicum (Year 2)**

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). As a culminating activity, Interns develop an Individual Development Plan (IDP) in which they address areas of growth that will follow them and be incorporated in their Teacher Induction Program. The culminating events of the Portfolio Practicum are the Exit Interview and Symposium during which the Interns present evidence of



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their progress through a presentation before a board of 3 Educational Professionals. During the Symposium Interns will also defend the outcomes of their Action Investigation Plans that inform their IDP. The IDP is based on the California Teaching Performance Expectations (TPEs).

### **Ed 200.1 Organizing and Managing the Classroom Environment**

In the first part of the course, Interns will understand the role of student accountability and motivation. They will explore approaches to help students build accountability and motivation for their learning, including methods to understand:

- the value of academic tasks;
- the expectations of how academic tasks are to be completed, submitted, and assessed; and
- the links between effort and outcome.

In the second part of the course, Interns will understand the importance of organizing instruction to provide learning activities that use a variety of formats and strategies to meet the diverse learning needs of all students in their classrooms.

### **Ed 202a Curriculum and Methods of Teaching Reading and Language Arts**

Interns will review the theoretical framework of language acquisition and gain practical strategies to increase students' English language proficiency and literacy development. Interns will discuss the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) and review strategies to address each within their instruction. Interns will also share instructional practices and participate in reflective discussions of their own pedagogy and learning outcomes. Further, the course will explore the development of writing skills including both encoding strategies and written expression. Our discussion of literacy instruction will emphasize the development of differentiated instructional practices that provide both rigor and accessibility to all students, including students with disabilities and English language learners.

### **Ed 202b Curriculum and Methods of Teaching Reading and Language Arts**

Interns will apply their understanding of the theoretical framework of language acquisition and literacy development to their current instructional setting. Interns will implement standards-driven instructional units based around that tenants of UDL that integrate evidence-based strategies addressing the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) and writing to support access to curriculum across content areas. Interns will develop research-based criteria through which they will evaluate the literacy instruction they deliver in their classroom. They will share instructional practices and participate in reflective discussions of their own pedagogy and teaching and learning outcomes. Finally, interns will demonstrate differentiation strategies aimed to meet the needs of their special needs learners and English Language Learners.

### **Ed 200.16 Voices of Diversity (Multicultural)**

This course explores aspects of educational equity, cultural and linguistic diversity, and how culture and identity impact teaching and learning. Interns learn about community cultures, including diverse family structures, home-school relationships, and child-rearing practices in order to support respectful



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and productive relationships with families and communities. Interns explore culturally and linguistically-responsive pedagogy (CLRP) to engage all students in cognitively demanding curriculum.

**Ed 211.11g Curriculum and Methods of Teaching English Language Learners (Multicultural)**

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. Topics include research-based methods to address the needs of English Learners and to also build connections, support comprehensibility, and structure interaction; the acquisition and use of data to inform instruction, including support from specialists; the linguistic demands of CA State assessments; approaches to support vocabulary development; culturally responsive instruction; typical and atypical child development; and psychological and societal influences.

**Ed 214c Curriculum and Methods of Teaching Music/Visual and Performing Arts**

This course shows how integrating art into an elementary school curriculum can enhance students' learning outcomes. Elementary students expand their knowledge base by learning more about the different visual and performing arts: music, dance, theatre, and art. Through the complementary visual and performing arts instruction, Interns will gain a deeper appreciation of the core academic subject. Further, integrating arts into academics allows elementary school teachers to engage more students including those with diverse learning needs, such as our students benefiting from Special Education services and our English Learners. Interns will learn more about each area: music, dance, theatre, and art. Interns will explore the California Visual and Performing Arts Standards and how they complement the California Standards for English Language Development, Mathematics, Science, and Social Science at each grade level. Interns will learn how to implement the California Visual and Performing Arts Framework in their classroom. They will learn how to incorporate the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications.

**Ed 217 Curriculum and Methods of Teaching Health/Physical Education**

This course for teaching physical and health education will prepare Interns to offer high quality physical education lessons that will provide elementary students with the knowledge, skills and confidence to enjoy physical activity throughout their lives. The health education module will prepare Interns to develop a curriculum that teaches not just knowledge of healthy living but the "skills needed to enable students to make healthy choices and avoid high risk behaviors" (California Health Education Content Standards). Interns will learn more about the California Physical Education Standards. They will use the California Physical Education Framework to develop grade level appropriate lessons. Interns will learn to modify lessons for students of differing abilities. They will also learn to connect physical education lessons to content area instruction and to incorporate students' cultural values into instruction. Interns will also study the Health Education Standards and Framework and will learn how to incorporate the six content areas of health education into grade level appropriate lessons. They will create differentiated lessons for students with different learning abilities, and incorporate technology into instruction to personalize lessons.



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### **Ed 218 Curriculum and Methods of Teaching History, Social Science (Multicultural)**

The General Education History-Social Science course prepares candidates to provide effective and engaging history-social science instruction in K-12 classrooms. Participants learn about the social studies curriculum that seeks to help students construct their own meaning about themselves and others by learning how people live now, how they lived in the past, how society developed in different regions of the world, how geography affected peoples' lives and how both change, and continuity are constants in the human story.

Participants understand that an important outcome of social studies in American schools is to develop in students an understanding of democratic values, of responsible citizenship, and how they themselves, can become responsible citizens as both decision makers and critical consumers of information. An understanding of multiple perspectives is critical to the social studies program. Participants learn to accomplish these goals through the social studies curriculum that seeks to impart both content knowledge in history, economics, geography, and civics; and critical analysis skills. Participants review the California History-Social Science Framework in order to “guide educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.” (Introduction to the History Social Science Framework for California Public Schools)

Participants participate in and design meaningful relevant units of study that demonstrate an inquiry model where students are engaged and construct their own meaning from carefully crafted instructional experiences that include the analysis of both primary and secondary sources. Participating in crafted instructional experiences allows all their students to develop critical, interpretive and constructive thinking capacities.

As history-social science instruction occurs in the classroom, participants learn that opportunities to practice and integrate literacy standards including, informational reading, speaking and listening, and writing are available.

Additionally, participants will read a history of multicultural America with a specific ethnic focus in order to understand the experiences, challenges, and achievements of different cultures.

### **ESEd 402c Reading for Students with Special Needs**

Interns focus on specific strategies and techniques to diagnose and plan remediation strategies for persistent reading problems in students with mild/extensive support needs.

### **Ed 100.10a Teaching and Learning in a Multicultural Society (Multicultural)**

This course provides an intensive consideration of culture and cultural diversity aimed toward implementation of a culturally relevant and culturally responsive curriculum. Interns explore a



research-based framework for understanding the complex interactions among personal, social, political, and educational factors that influence student achievement. The course is designed to help Interns plan and implement culturally relevant and culturally responsive educational strategies that positively impact the learning of Latinos, African Americans and all other students who study in large urban school districts. Interns will explore and reflect on their personal biases and belief systems.

### **Ed 220b Foundations of Education**

This course poses three questions for Interns to consider and explore: What is the function of schooling? How do we learn? And what are the roles of teachers and students within our communities and society? In addressing these questions, Interns will read the works of predominant educational philosophers and theorists and explore their own experiences and preconceptions. To grapple with these fundamental questions related to the profession, Interns will rely both on critical dialogue and reflective writing exercises. By the conclusion of this course, each Intern will articulate, in writing, their own responses to our core questions as part of a larger description of their philosophy of education.

### **Ed 228ab CalTPA Instructional Cycle 1**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, Interns demonstrate how they select an appropriate learning objective(s), determine what they expect their students to learn and how they will assess that learning, and develop content-specific activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how they monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As they teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

### **Ed 228c CalTPA Instructional Cycle 2**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 2 focuses on the development of a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. The lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. The lesson will include several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. Interns will use what they



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know about their students' assets, needs and learning context to plan and teach a learning segment based on California state standards using the pedagogy of their discipline. Throughout the content-specific learning segment, Interns will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

### **Ed 200.17 Co-Teaching and Collaboration**

Interns learn about effective strategies to collaborate with education specialists, paraprofessionals, and other school personnel and stakeholders to support student inclusion in general education classrooms. Interns will expand their understanding and application of the following areas:

- strategies for helping students develop self-advocacy skills;
- reading and implementing the modifications and accommodations provided for in IEPs;
- responsibilities of the general education and special education teachers, and how they connect to structures for effective co-teaching;
- accessing resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile; and
- approaches for appropriate, effective collaboration with parents, paraprofessionals, and other individuals in the educational program.

### **Ed 304a Curriculum and Methods of Teaching Mathematics**

Interns learn curriculum and methods to teach mathematics, K-12, with emphasis on State and District standards, which focuses on mathematical concept acquisition, problem solving, reasoning, assessment and error analysis, instructional strategies and techniques appropriate for use in a diverse general education setting encompassing students with special needs who may be English Learners.

### **Ed 304b Curriculum and Methods of Teaching Science**

Interns learn curriculum and methods to teach Science, K-12, with emphasis on State and District standards, which focus on science concept acquisition, problem solving, science reasoning, hypothesis testing, lab analysis, instructional strategies and techniques appropriate for use in a diverse general education setting.





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**Single Subject Course Sequence:**

**Pre-Service Orientation (160 Hours)**

| Course Number | Course Title              | Salary Points  |
|---------------|---------------------------|----------------|
| Ed 300.1      | Pre-Service Orientation A | 4              |
| Ed 300.2      | Pre-Service Orientation B | 4              |
|               |                           | <b>8 Total</b> |

**Preparation Phase**

| Course Number | Course Title   | Salary Points   |
|---------------|--|-----------------|
| Ed 211.11g    | Methods of Teaching English Language Learners (Multicultural)                                | 1               |
| Ed 402.1a     | Portfolio Practicum (Year 1)   | 3               |
| Ed 228ab      | CalTPA Instructional Cycle 1   | 2               |
| Ed 200.1      | Classroom Organization and Management  | 1               |
| Ed 200.10a    | Methods of Teaching English, Math, and Science (Part 1)                                      | 1               |
| Ed 202b       | Curriculum and Methods for Teaching Reading and English Language Arts for Secondary Students | 1               |
| Ed 200.20     | Curriculum and Methods of Teaching Reading   | 1               |
| Ed 200.15a    | Integrating Standards, Curriculum, and Assessment (Part 1)                                   | 1               |
| Ed 200.13     | Educational Technology   | 1               |
| Ed 220b       | Foundations of Education   | 1               |
| Ed 100.10b    | Cultural Community Connections (Multicultural)   | 1               |
| ED 402.1b     | Portfolio Practicum (Year 2)   | 3               |
| Ed 228c       | CalTPA Instructional Cycle 2   | 1               |
| Ed 200.2      | Advanced Classroom Management: Managing Antisocial Behavior                                  | 1               |
| Ed 200.10b    | Methods of Teaching English, Math, and Science (Part 2)                                      | 1               |
| Ed 100.10a    | Teaching and Learning in a Multicultural Society (Multicultural)                             | 1               |
| Ed 200.15b    | Integrating Standards, Curriculum and Assessment (Part 2)                                    | 1               |
| Ed 200.17     | Co-Teaching and Collaboration  | 1               |
| Ed 200.16     | Voices of Diversity (Multicultural)  | 1               |
|               | Current Cardiopulmonary Resuscitation (CPR) Verification                                     | 0               |
|               | Portfolio Exit Symposium   | 0               |
|               |  | <b>24 Total</b> |



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## **Single Subject Course Descriptions**

### **Pre-Service Orientation (160 Hours)- iCAAP Intern**

#### **Ed 300.1, Ed 300.2 Pre-Service Orientation**

Candidates participate in a four-week, 160-hour, Pre-Service Orientation prior to entering the classroom as the teacher of record. The Pre-Service Orientation provides candidates with critical skills necessary to effectively instruct all students in a multilingual, multicultural, and economically diverse urban school district.

Candidates participate in five instructional modules:

- Teaching English Learners,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the four instructional modules include:

- California Content Standards and Frameworks;
- English Language Development (ELD);
- Specially Designed Instruction in English (SDAIE);
- methods of assessing student learning;
- curriculum planning and instruction;
- child development;
- theories on language acquisition;
- federal and state laws pertaining to universal access and special education;
- individualized education plans (including IFSPs, IEPs, and ITPs) and related procedures;
- specific characteristics related to students with mild/extensive support needs;
- movement, mobility, and health needs of students with mild/extensive support needs;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

## **Single Subject Course Listing**

**Preparation Phase:** All Preliminary Programs offered by the LAUSD District Intern Program require professional preparation coursework that all candidates will complete within two years.

#### **Ed 100.10a Teaching and Learning in a Multicultural Society (Multicultural)**

This course provides an intensive consideration of culture and cultural diversity aimed toward implementation of a culturally relevant and culturally responsive curriculum. Interns explore a research-based framework for understanding the complex interactions among personal, social, political, and educational factors that influence student achievement. The course is designed to help





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Interns plan and implement culturally relevant and culturally responsive educational strategies that positively impact the learning of Latinos, African Americans, and all other students who study in large urban school districts. Interns explore and reflect on their personal biases and belief systems.

**Ed 100.10b Cultural Community Connections (Multicultural)**

Interns focus on developing into culturally and linguistically responsive (CLR) teachers who validate and use the cultures, languages and communities of the students they serve to create inclusive, caring and safe learning environments that promote equity and engage all students in learning. In this class interns deepen their understanding of students' lives and backgrounds, are mindful of how learners construct knowledge, and practice the use of CLR approaches and strategies to increase student engagement and overall academic success. Topics include analysis of personal biases and how those can positively and negatively affect teaching and learning, investigation of students' cultural and linguistic backgrounds, exploration of community and cultural resources, and identification of culturally and linguistically responsive strategies.

**Ed 200.1 Classroom Organization and Management**

In the first part of the course, Interns will understand the role of student accountability and motivation. They will explore approaches to help students build accountability and motivation for their learning, including methods to understand:

- the value of academic tasks;
- the expectations of how academic tasks are to be completed, submitted, and assessed; and
- the links between effort and outcome.

In the second part of the course, Interns will understand the importance of organizing instruction to provide learning activities that use a variety of formats and strategies to meet the diverse learning needs of all students in their classrooms.

**Ed 200.2 Advanced Classroom Management, Managing Antisocial Behavior**

Interns build on their learning from ED 200.1 to establish classrooms which support students' learning and social-emotional development. The course explores trauma-informed instruction and restorative justice practices and examines causes of antisocial behaviors exhibited by some students, methods to help address such behaviors, and ways to teach students social-emotional skills. Recognizing and addressing bullying and cyber bullying in secondary schools is also covered.

**Ed 200.10a Methods of Teaching English, Math, and Science (Part 1)**

Interns focus on planning and developing a thematic, standards-based content-specific (English, Math, or Science) assessment while incorporating English Language Arts content standards and English Language Development (ELD) standards. Topics include long and short-term goals for learning, explicit teaching, and sequencing instruction to connect content to preceding and subsequent material. Interns use the Understanding by Design lens to consider multiple strategies and scaffolds to meet the diverse needs of English Learners of varied proficiency levels, educational and cultural backgrounds, speakers of non-dominant varieties of English, students with special needs, and advanced learners. Interns will learn how to use formal and informal assessment strategies (including the use of rubrics) to monitor



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student progress toward meeting the content standards as well as grade-level texts that create intellectually challenging instruction.

**Ed 200.10b Methods of Teaching English, Math, and Science (Part 2)**

Interns plan and develop developing a new standards-based, content-specific (English, Math, or Science) instructional sequence which reflects interdisciplinary instruction (with a focus on the integration of arts) and the extension of students' learning and thinking. They will also explore methods to engage students in their learning and to address students' misconceptions.

**Ed 211.11g Curriculum and Methods of Teaching English Language Learners**

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. Topics include research-based methods to address the needs of English Learners and to also build connections, support comprehensibility, and structure interaction; the acquisition and use of data to inform instruction, including support from specialists; the linguistic demands of CA State assessments; approaches to support vocabulary development; culturally responsive instruction; typical and atypical child development; and psychological and societal influences.

**Ed 200.13 Educational Technology**

Interns learn about the appropriate use of technology as it applies to the myriad aspects of education, including data collection, parent outreach, and classroom instruction and assessment. Interns will increase their familiarity and skill in the following areas:

- the internationally recognized educational technology standards (ISTE), including digital citizenship and the ethical and legal use of intellectual property;
- systems of student performance data collection and distribution;
- methods to effectively communicate with parents about their instructional program and individual student learning; and
- integration of appropriate technology in classroom instruction and assessment to support all students, including those with specific language and learning needs.

**Ed 200.15a Integrating Standards, Curriculum, and Assessment (Part 1)**

Interns will build on their understanding of the connections among standards, classroom instruction, and student assessments as they integrate the instructional and assessment strategies they have acquired in previous courses and in their daily practice. Using the "backwards-planning" principles of Understanding by Design (UbD) and "universal access" principles of Universal Design for Learning (UDL), Interns will develop the following:

- learning goals for a standards-based instructional unit;
- methods of short-and medium-cycle assessment, including a rubric-evaluated culminating task; and
- a day-to-day lesson plan that includes options for student engagement, representation, and expression.

Interns will also build on their understanding of the value and importance of multidisciplinary approaches to instruction, as well as ethical considerations in the assignment of student grades.



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### **Ed 200.15b Integrating Standards, Curriculum, and Assessment (Part 2)**

Interns will extend the range of instructional and assessment approaches as they develop a second instructional unit. Using the principles of Understanding by Design, Interns will identify the learning goals for a new instructional unit, determine acceptable evidence, and plan their instruction. Emphasis is placed on the integration of arts and the inclusion of appropriate technology as Interns further their understanding of the connections among standards, classroom instruction, and student assessment. Interns will also explore techniques for learning about students and the funds of knowledge they bring to the classroom, as well as extending learning through appropriate questioning strategies.

### **Ed 200.16 Voices of Diversity (Multicultural)**

This course explores aspects of educational equity, cultural and linguistic diversity, and how culture and identity affect teaching and learning. Interns learn about community cultures, including diverse family structures, home-school relationships, and child-rearing practices in order to support respectful and productive relationships with families and communities. Interns explore culturally and linguistically responsive pedagogy (CLRP) to engage all students in cognitively demanding curriculum.

### **Ed 200.17 Co-Teaching and Collaboration**

Interns learn about effective strategies to collaborate with education specialists, paraprofessionals, and other school personnel and stakeholders to support student inclusion in general education classrooms. Interns will expand their understanding and application of the following areas:

- strategies for helping students develop self-advocacy skills;
- reading and implementing the modifications and accommodations provided for in IEPs;
- responsibilities of the general education and special education teachers, and how they connect to structures for effective co-teaching;
- resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile; and
- appropriate and effective collaboration with parents, paraprofessionals, and other individuals in the educational program.

### **Ed 402.1a Portfolio Practicum (Year 1)**

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs).



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### **Ed 402.1b Portfolio Practicum (Year 2)**

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). As a culminating activity, Interns develop an Individual Development Plan (IDP) in which they address areas of growth that will follow them and be incorporated in their Teacher Induction Program. The culminating events of the Portfolio Practicum are the Exit Interview and Symposium during which the interns present evidence of their progress through a presentation before a board of 3 Educational Professionals. During the Symposium Interns will also defend the outcomes of their Action Investigation Plans that inform their IDP. The IDP is based on the California Teaching Performance Expectations (TPEs).

### **200.2 Advanced Classroom Management: Managing Antisocial Behavior**

Interns build on their learning from ED 200.1 to establish classrooms that support students' learning and social-emotional development. The course explores trauma-informed instruction and restorative justice practices and examines causes of antisocial behaviors exhibited by some students, methods to help address such behaviors, and ways to teach students social-emotional skills. Recognizing and addressing bullying and cyberbullying in secondary schools is also covered.

### **Ed 202b Curriculum and Methods of Teaching Reading and English Language Arts for Secondary Students**

Interns will apply their understanding of the theoretical framework of language acquisition and literacy development to their current instructional setting. Interns will implement standards-driven instructional units based around those tenants of UDL that integrate evidence-based strategies addressing the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing to support access to the curriculum across content areas. Interns will develop research-based criteria through which they will evaluate the literacy instruction they deliver in their classroom. They will share instructional practices and participate in reflective discussions of their own pedagogy and teaching and learning outcomes. Finally, interns will demonstrate differentiation strategies aimed to meet the needs of their special needs learners and English Language Learners.

### **Ed 200.20 Curriculum and Methods of Teaching Reading in the Content Area**

Interns explore intensive research-based reading and language arts methodologies appropriate for all students including English Learners, Standard English Learners and students with disabilities. Interns are provided with the necessary tools to teach reading in the content area, including specific strategies



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to develop Interns' ability to teach reading in way that meet students' individual needs. Classroom textbooks are used to assist in the integration of literacy skills within subject material. The course also includes strategies for intensive vocabulary development for English Learners and struggling readers, and explicitly addresses the four domains of language arts: reading writing, listening and speaking.

### **Ed 220b Foundations of Education**

Interns learn about the history of American public education, including major reform movements and federal acts (both legislative and judicial) that have transformed the educational system into its present state. Interns consider how changes in education both support and challenge their work as classroom teachers. In addition, Interns explore learning and child development theories and effective teaching practices, including developing and maintaining an effective classroom environment to providing differentiated instruction for students with diverse needs.

### **Ed 228ab CalTPA Instructional Cycle 1**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, Interns demonstrate how they select an appropriate learning objective(s), determine what they expect their students to learn and how they will assess that learning, and develop content-specific activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how they monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As they teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

### **Ed 228c CalTPA Instructional Cycle 2**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 2 focuses on the development of a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. The lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. The lesson will include several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. Interns will use what they know about their students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of their discipline. Throughout



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the content-specific learning segment, Interns will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.





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**Special Education Course Sequence:**  
**iCAAP (DI) – Mild Moderate Support Needs (MMSN)**

**Pre-Service Orientation (160 Hours)**

| Course Number | Course Title              | Salary Points  |
|---------------|---------------------------|----------------|
| Ed 500.1      | Pre-Service Orientation A | 4              |
| Ed 500.2      | Pre-Service Orientation B | 4              |
|               |                           | <b>8 Total</b> |

**Preparation Phase**

| Course Number | Course Title  | Salary Points   |
|---------------|---|-----------------|
| ESEd 406      | Collaboration and Communication Skills for Special Education                                      | 1               |
| ESEd 514      | Advanced Assessment, Curriculum, Instruction, and Program Evaluation (MMSN)                       | 2               |
| ESEd 321      | Classroom Management and Positive Behavior Support  | 2               |
| Ed 100.10a    | Teaching and Learning in a Multicultural Society (Multicultural)                                  | 1               |
| Ed 202a       | Curriculum and Methods for Teaching Reading and English Language Arts                             | 1               |
| Ed 211.11g    | Current Methods of Teaching English Language Learners (Multicultural)                             | 1               |
| Ed 304b       | Curriculum and Methods of Teaching Science  | 1               |
| Ed 218        | Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)      | 1               |
| Ed 402.1a     | Portfolio Practicum (Year 1)  | 3               |
| Ed 228ab      | CalTPA Instructional Cycle 1  | 2               |
| Ed 304a       | Curriculum and Methods of Teaching Mathematics  | 1               |
| ESEd 402c     | Reading for Students with Special Needs   | 1               |
| ESEd 510      | Transition, Vocational and Career Development   | 1               |
| Ed 202b       | Curriculum and Methods for Teaching Reading and English Language Arts                             | 1               |
| ESEd 508      | Methods of Teaching Reading and English Language Arts in Social Studies, Math, and Science (MMSN) | 1               |
| Ed 402.1b     | Portfolio Practicum (Year 2)  | 3               |
| Ed 228c       | CalTPA Instructional Cycle 2  | 1               |
|               | Current Cardiopulmonary Resuscitation (CPR) Verification  | 0               |
|               | Successful Completion of RICA & CalTPA  | 0               |
|               |   | <b>24 Total</b> |



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**Special Education Course Sequence:  
iCAAP – Extensive Support Needs (ESN)**

**Pre-Service Orientation (160 Hours)**

| Course Number | Course Title              | Salary Points  |
|---------------|---------------------------|----------------|
| Ed 500.1      | Pre-Service Orientation A | 4              |
| Ed 500.2      | Pre-Service Orientation B | 4              |
|               |                           | <b>8 Total</b> |

**Preparation Phase**

| Course Number | Course Title   | Salary Points   |
|---------------|--|-----------------|
| ESEd 406      | Collaboration and Communication Skills for Special Education                                 | 1               |
| ESEd 322      | Assessment, the IEP, and Instruction for Extensive support needs (ESN)                       | 1               |
| ESEd 321      | Classroom Management and Positive Behavior Support   | 2               |
| Ed 100.10a    | Teaching and Learning in a Multicultural Society (Multicultural)                             | 1               |
| Ed 202a       | Curriculum and Methods for Teaching Reading and English Language Arts                        | 1               |
| Ed 211.11g    | Current Methods of Teaching English Language Learners (Multicultural)                        | 1               |
| Ed 304b       | Curriculum and Methods of Teaching Science   | 1               |
| Ed 218        | Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural) | 1               |
| Ed 402.1a     | Portfolio Practicum (Year 1)   | 3               |
| Ed 228ab      | CalTPA Instructional Cycle 1   | 2               |
| Ed 304a       | Curriculum and Methods of Teaching Mathematics   | 1               |
| ESEd 402c     | Reading for Students with Special Needs  | 1               |
| ESEd 510      | Transition, Vocational and Career Development  | 1               |
| Ed 202b       | Curriculum and Methods for Teaching Reading and English Language Arts                        | 1               |
| ESEd 325      | Methods of Teaching Movement, Mobility and Health Care (ESN)                                 | 1               |
| ESEd 425      | Methods of Developing Interpersonal and Social Interaction Skills (ESN)                      | 1               |
| Ed 402.1b     | Portfolio Practicum (Year 2)   | 3               |
| Ed 228c       | CalTPA Instructional Cycle 2   | 1               |
|               | Current Cardiopulmonary Resuscitation (CPR) Verification                                     | 0               |
|               | Successful Completion of RICA & CalTPA   | 0               |
|               |  | <b>24 Total</b> |





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**Special Education Course Sequence:  
 Credentialed Educators Now Teaching Special Education (CENTSE)  
 – Mild Moderate Support Needs (MMSN)**

**Pre-Service Orientation (80 Hours)**

| Course Number | Course Title              | Salary Point   |
|---------------|---------------------------|----------------|
| Ed 500.1      | Pre-Service Orientation B | 4              |
|               |                           | <b>4 Total</b> |

**Preparation Phase**

| Course Number | Course Title   | Salary Points   |
|---------------|--|-----------------|
| ESEd 406      | Collaboration and Communication Skills for Special Education                                     | 1               |
| ESEd 321      | Classroom Management, and Positive Behavior Support  | 2               |
| ESEd 510      | Transition, Vocational and Career Development  | 1               |
| ESEd 402c     | Reading for Students with Special Needs  | 1               |
| ESEd 508      | Methods of Teaching Reading and English Language Arts in Social Studies Math, and Science (MMSN) | 1               |
| ESEd 514      | Advanced Assessment, Curriculum, Instruction, and Program Evaluation (MMSN)                      | 2               |
| Ed 211.11g    | Current Methods of Teaching English Language Learners (Multicultural)                            | 1               |
| Ed 402.1b     | Portfolio Practicum (1 year)   | 3               |
|               |  | <b>12 Total</b> |



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**Special Education Course Sequence:  
 Credentialed Educators Now Teaching Special Education (CENTSE)  
 – Extensive Support Needs (ESN)**

**Pre-Service Orientation (80 Hours)**

| Course Number | Course Title              | Salary Point   |
|---------------|---------------------------|----------------|
| Ed 500.1      | Pre-Service Orientation B | 4              |
|               |                           | <b>4 Total</b> |

**Preparation Phase**

| Course Number | Course Title   | Salary Points   |
|---------------|--|-----------------|
| ESEd 406      | Collaboration and Communication Skills for Special Education             | 1               |
| ESEd 321      | Classroom Management, and Positive Behavior Support                      | 2               |
| ESEd 510      | Transition, Vocational and Career Development                            | 1               |
| ESEd 402c     | Reading for Students with Special Needs                                  | 1               |
| ESEd 325      | Methods of Teaching Movement, Mobility and Health Care (ESN)             | 1               |
| ESEd 322      | Assessment, the IEP and Instructional Moderate Severe Disabilities (ESN) | 1               |
| Ed 211.11g    | Current Methods of Teaching English Language Learners (Multicultural)    | 1               |
| ESEd 425      | Methods of Developing Interpersonal and Social Interaction Skills (ESN)  | 1               |
| Ed 402.1b     | Portfolio Practicum (1 year)   | 3               |
|               |  | <b>12 Total</b> |



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## **Special Education Course Descriptions**

### **Pre-Service Orientation (160 Hours) - iCAAP Intern**

#### **ESEd 500.1, ESEd 500.2 Pre-Service Orientation**

Candidates participate in a four-week, 160-hour, Pre-Service Orientation prior to entering the classroom as the teacher of record. The Pre-Service Orientation provides candidates with critical skills necessary to effectively instruct all students in a multilingual, multicultural, and economically diverse urban school district.

Candidates participate in five instructional modules:

- Teaching English Learners,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the four instructional modules include:

- California Content Standards and Frameworks;
- English Language Development (ELD);
- Specially Designed Instruction in English (SDAIE);
- methods of assessing student learning;
- curriculum planning and instruction;
- child development;
- theories on language acquisition;
- federal and state laws pertaining to universal access and special education;
- individualized education plans (including IFSPs, IEPs, and ITPs) and related procedures;
- specific characteristics related to students with mild/extensive support needs;
- movement, mobility, and health needs of students with mild/moderate extensive support needs;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

### **Pre-Service Orientation (80 Hours) - Credentialed Educators Now Teaching Special Education (CENTSE)**

#### **ESEd 500.1 Pre-Service Orientation**

Candidates participate in a two-week, 80-hour, Pre-Service Orientation prior to entering the classroom as the teacher of record. The Pre-Service Orientation provides candidates with critical skills necessary to effectively instruct all students in a multilingual, multicultural, and economically diverse urban school district.

Candidates participate in five instructional modules:

- Teaching English Learners,



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- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the four instructional modules include:

- California Content Standards and Frameworks;
- English Language Development (ELD);
- Specially Designed Instruction in English (SDAIE);
- methods of assessing student learning;
- curriculum planning and instruction;
- child development;
- theories on language acquisition;
- federal and state laws pertaining to universal access and special education;
- individualized education plans (including IFSPs, IEPs, and ITPs) and related procedures;
- specific characteristics related to students with mild/moderate/extensive disabilities;
- movement, mobility, and health needs of students with mild/moderate/extensive support needs;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

**Preparation Phase: All Preliminary Programs offered by the LAUSD District Intern Program require professional preparation coursework that all candidates will complete within two years.**

#### **Ed 100.10a Teaching and Learning in a Multicultural Society (Multicultural)**

Interns will explore the role that diversity and its many facets play and have played in classrooms. They will explore diversity issues in relation to culture, race, socioeconomic status, language background, sexuality, gender, and disability are addressed. Interns will form a learning community in which they examine their own experiences and assumptions related to identities and systems that support the disparities that are evidenced in society.

#### **Ed 202a Curriculum and Methods for Teaching Reading and English Language Arts**

Interns will review the theoretical framework of language acquisition and gain practical strategies to increase students' English language proficiency and literacy development. Interns will discuss the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) and review strategies to address each within their instruction. Interns will also share instructional practices and participate in reflective discussions of their own pedagogy and learning outcomes. Further, the course will explore the development of writing skills including both encoding strategies and written expression. Our discussion of literacy instruction will emphasize the development of differentiated instructional practices that provide both rigor and accessibility to all students, including students with disabilities and English language learners.



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### **Ed 202b Curriculum and Methods for Teaching Reading and English Language Arts**

Interns will apply their understanding of the theoretical framework of language acquisition and literacy development to their current instructional setting. Interns will implement standards-driven instructional units based around those tenants of UDL that integrate evidence-based strategies addressing the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing to support access to the curriculum across content areas. Interns will develop research-based criteria through which they will evaluate the literacy instruction they deliver in their classroom. They will share instructional practices and participate in reflective discussions of their own pedagogy and teaching and learning outcomes. Finally, Interns will demonstrate differentiation strategies aimed to meet the needs of their special needs learners and English Language Learners.

### **Ed 211.11g Current Methods of Teaching English Language Learners (Multicultural)**

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. Topics include research-based methods to address the needs of English Learners and to also build connections, support comprehensibility, and structure interaction; the acquisition and use of data to inform instruction, including support from specialists; the linguistic demands of CA State assessments; approaches to support vocabulary development; culturally responsive instruction; typical and atypical child development; and psychological and societal influences.

### **Ed 228ab CalTPA Instructional Cycle 1**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, Interns demonstrate how they select an appropriate learning objective(s), determine what they expect their students to learn and how they will assess that learning, and develop content-specific activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how they monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As they teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

### **Ed 228c CalTPA Instructional Cycle 2**

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 2 focuses on the development of a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a



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particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. The lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. The lesson will include several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. Interns will use what they know about their students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of their discipline. Throughout the content-specific learning segment, Interns will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

### **Ed 304a Curriculum and Methods of Teaching Mathematics**

Interns learn curriculum and methods to teach mathematics, K-12, with emphasis on State and District standards, which focus on mathematical concept acquisition, problem-solving, reasoning, assessment and error analysis, instructional strategies, and techniques appropriate for use in a diverse general education setting including students with special needs who may be English Learners.

### **Ed 304b Curriculum and Methods of Teaching Science**

Interns learn curriculum and methods to teach Science, K-12, with emphasis on State and District standards, which focus on science concept acquisition, problem-solving, science reasoning, hypothesis testing, lab analysis, instructional strategies, and techniques appropriate for use in a diverse general education setting.

### **Ed 218 Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)**

The General Education History-Social Science course prepares candidates to provide effective and engaging history-social science instruction in K-12 classrooms. Participants learn about the social studies curriculum that seeks to help students construct their own meaning about themselves and others by learning how people live now, how they lived in the past, how society developed in different regions of the world, how geography affected peoples' lives and how both change and continuity are constants in the human story.

Participants understand that an important outcome of social studies in American schools is to develop in students an understanding of democratic values, of the need for responsible citizenship, and how to become responsible citizens in areas of decision-makers and critical consumers of information. An understanding of multiple perspectives is critical to the social studies program. Participants learn to accomplish these goals through the social studies curriculum that seeks to impart content knowledge in history, economics, geography, and civics; and critical analysis skills. Participants review the California History-Social Science Framework in order to "guide educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and



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knowledgeable citizenry in history and the related social sciences.” (Introduction to the History Social Science Framework for California Public Schools)

Participants participate in and design meaningful relevant units of study that demonstrate an inquiry model where students are engaged and construct their own meaning from carefully crafted instructional experiences that include the analysis of both primary and secondary sources. Participating in crafted instructional experiences allows all their students to develop critical, interpretive, and constructive thinking capacities.

As history-social science instruction occurs in the classroom, participants learn that opportunities to practice and integrate literacy standards including, informational reading, speaking and listening, and writing are available.

Additionally, participants will read a history of multicultural America with a specific ethnic focus in order to understand the experiences, challenges, and achievements of different cultures.

### **ESEd 321 Classroom Management and Positive Behavior Support**

Interns learn to create and maintain a well-managed classroom that fosters students’ physical, cognitive, emotional, cultural, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to State laws and local protocol. This course focuses on the basic principles and concepts of managing effective learning environments. Topics include:

- Fostering a positive climate for learning
- Promoting rapport with students and their families
- Encouraging students to take responsibility for their own learning
- Maintaining clear expectations for academic/social behavior
- Establishing classroom procedures/routines

Emphasis is also placed on the access and use of resources to:

- Identify linguistic background, content knowledge/skills, health issues, cultural issues, and academic language abilities
- Determine students’ interests and aspirations
- Meet students’ physical, emotional, social, and academic needs

Interns learn practical strategies to promote positive student behavior for students with disabilities to assist with creating an effective environment that engages all learners, including English Learners and students with autism. Interns learn to create physically safe learning environments and develop context-appropriate activities including rules, procedures, classroom motivation, and positive reinforcement systems to support students with mild/moderate and extensive support needs. Interns learn strategies to support Social Emotional Learning goals including increasing student esteem, cooperation, and collaboration in the classroom. Interns learn instructional strategies for supporting positive behavior and the development of social competence through direct instruction of social skills.





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Interns learn how to develop appropriate behavior support goals and the required components and processes of a Functional Behavior Assessment (FBA). Interns learn how to analyze behavioral data to develop appropriate behavioral interventions to support student acquisition of behavioral skills and social skills targets.

### **ESEd 322 Assessment, the IEP, and Instructional Extensive Support Needs**

Interns learn about the practical and theoretical aspects of assessment and measurement of progress for students with moderate to severe disabilities placed in general and special education settings. Interns learn to use a variety of standardized and non-standardized assessment tools, techniques, and processes that are functional, curriculum-referenced, and age-appropriate for the diverse needs of students with moderate to severe disabilities when assessing student developmental levels and academic, social, behavioral, communication, vocational and life skills of students with moderate to severe disabilities. Interns focus on the interpretation of assessment data to develop Individualized Education Plan goals, and to determine required instructional strategies, adaptations of curricular content, behavior supports, and/or daily schedules necessary to facilitate skill acquisition and meaningful participation for all students. Practical and ethical considerations will be addressed, and testing accommodations will be used for diverse types of learners and students with disabilities. This course supports a candidate's ability to collaborate and communicate effectively with students, their parents/guardians, school personnel, community agencies, and other stakeholders to design and implement integrated services for all learners.

### **ESEd 325 Methods of Teaching Movement, Mobility and Health Care (ESN)**

Interns learn to support the movement, mobility, sensory and specialized health care needs required for students with extensive support needs to fully participate in the classroom, school, and community activities. Interns focus on safe techniques, procedures, materials, and adaptive equipment, including technology, and demonstrate knowledge of Federal, State, and local policies relating to specialized health care in educational settings.

### **Ed 402.1a Portfolio Practicum (Year 1)**

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual Intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs).





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### **Ed 402.1b Portfolio Practicum (Year 2)**

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual Intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). In addition, Interns participate in the CTC required health module. As a culminating activity, Interns develop an Individual Development Plan (IDP) in which they address areas of growth that will follow them and be incorporated in their Teacher Induction Program. The culminating events of the Portfolio Practicum are the Exit Interview and Symposium during which the Interns present evidence of their progress through a presentation before a board of 3 Educational Professionals. During the Symposium Interns will also defend the outcomes of their Action Investigation Plans that inform their IDP. The IDP is based on the California Teaching Performance Expectations (TPEs).

### **ESEd 402c Reading for Students with Special Needs**

Interns focus on specific strategies and techniques to diagnose and plan remediation strategies for persistent reading problems in students with mild/moderate/extensive support needs.

### **ESEd 406 Collaboration and Communication Skills for Special Education**

Interns explore the unique challenges and benefits that arise when Special Educators and General Educators collaborate to create supportive learning environments for students with disabilities. Throughout the course, Interns will work to develop strategies that will enhance their collaborative practices and communication skills. Interns will develop the ability to communicate with all stakeholders including general educators, para-educators, parents, administrators, students, support staff members, community agencies, and service providers to benefit all students. Through this course, Interns will learn how to effectively communicate and strategize with all stakeholders to design and implement quality academic programs for students with Mild Moderate Support Needs or Extensive support needs. The course content is supported using research-based practices that will guide Interns in acquiring the skills necessary to design collaborative program models for students with disabilities and develop rigorous standards-based lesson plans that will meet their students' diverse needs in the academic setting.

### **ESEd 425 Methods of Developing Interpersonal and Social Interaction Skills (ESN)**

Interns learn strategies to teach communication, social and interpersonal skills to students with moderate to severe disabilities. Interns will be able to facilitate each student's ability to effectively



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communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This course will provide Interns the knowledge to assess verbal and nonverbal communication skills by analyzing student behaviors. Interns learn to identify and utilize effective intervention techniques, to work as a member of a trans-disciplinary team that supports students with moderate and severe disabilities to develop a variety of augmentative communication strategies, social interaction skills, and self-advocacy skills. Interns will also learn to implement social skills curricula that fosters social networking and friendships.

**ESEd 508 Methods of Teaching Reading and English Language Arts in Social Studies, Math, and Science (MMSN)**

Interns deepen their knowledge of reading and writing instructional strategies for teaching social studies, science, and mathematics content to students with special needs. The course emphasizes techniques and strategies designed to assist students with special needs to access grade level content information based on the State frameworks and content standards and Common Core standards.

**ESEd 510 Transition, Vocational and Career Development**

Interns learn about issues of transition, vocational, and career development with emphasis on personal and community domains, self-determination strategies, family involvement and development of Individualized Transition Plans (ITPs) and Individualized Family Service Program (IFSP). Interns learn to interpret formal and informal student assessments to collaboratively plan for a student's successful developmentally based educational transitions across a range of settings which include school, community, and work to become independent adults.

**ESEd 514 Advanced Assessment, Curriculum, Instruction, and Program Evaluation (MMSN)**

Interns learn about the practical theoretical aspects of assessment and measurement for general and special education settings. Interns focus on formal and informal measures as they relate to the development of curriculum and individualized instructional programs for individuals with mild moderate support needs. In addition, they will select, use, and interpret results of formal/informal assessments. Interns explore procedures for use in planning, implementing, and evaluating specially designed instruction for students with mild moderate support needs and who may be English Learners.



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**Early Childhood Special Education Course Sequence:**

**Pre-Service Orientation (160 Hours)**

| Course Number | Course Title   | Salary Points  |
|---------------|--|----------------|
| ECSE 500.1    | Pre-Service Early Childhood Special Education Teacher Training A | 4              |
| ECSE 500.2    | Pre-Service Early Childhood Special Education Teacher Training B | 4              |
|               |  | <b>8 Total</b> |

**Preparation Phase**

| Course Number                                    | Course Title   | Salary Points   |
|--|--|-----------------|
| Ed 211.11g                                       | Curriculum and Methods of Teaching English Language Learners (Multicultural) | 1               |
| Ed 402.1a  | Portfolio Practicum (Year 1)   | 3               |
| ECSE 600   | Foundations in Special Education   | 1               |
| ECSE 601   | Classroom Environments and Positive Behavior Support                         | 1               |
| ECSE 602   | Typical and Atypical Development   | 1               |
| ECSE 802.2                                       | Assessment in Early Childhood Special Education                              | 2               |
| ECSE 607   | Current Trends in Early Childhood Special Education                          | 1               |
| Ed 402.1b  | Portfolio Practicum (Year 2)   | 3               |
| ECSE 605   | Working with and the Role of Families  | 1               |
| ECSE 603   | Emergent Literacy and Communication  | 1               |
| ECSE 606   | Low Incidence  | 1               |
| ECSE 604   | Social Emotional Development and Early Learning                              | 1               |
| Ed 100.10a                                       | Teaching and Learning in a Multicultural Society (Multicultural)             | 1               |
| ESEd 406   | Collaboration and Communication Skills for Special Education                 | 1               |
| ECSE 612   | Infant Toddler and Preschool Field Work                                      | 0               |
| Cardiopulmonary Resuscitation (CPR) Verification |  | 0               |
| Portfolio Exit Symposium                         |  | 0               |
|  |  | <b>19 Total</b> |



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## **Early Childhood Special Education Course Descriptions**

### **Pre-Service Orientation (160 Hours)- iCAAP Intern**

#### **ECSE 500.1, ECSE 500.2 Pre-Service Teacher Training**

Candidates participate in a four-week pre-service to the classroom that provides an overview of the District Intern Program and District Instructional Priorities and includes supervised fieldwork. This course provides prospective secondary District Interns with the skills and knowledge required prior to entering the classroom as the teacher of record. The course covers federal, state and district laws and policies that govern legalities related to teaching and learning. The Interns will understand how learning about students through multiple sources will enable them to target instruction to meet the needs of diverse learners. The Interns will learn about the characteristics and needs of special populations and English learners and how to plan for effective instruction to meet their needs. Interns will be instructed in lesson planning for developmentally appropriate practices for Early Childhood Special Education, English Language Development (ELD) and students with low incidence special needs. Interns will be given initial instruction in Infant and Toddler Development and Establishing Developmentally Appropriate Learning Environments in Early Childhood. In addition, Interns will learn Specially Designed Instruction in English (SDAIE) and English Language Development (ELD) strategies.

**Preparation Phase:** All Preliminary Programs offered by the LAUSD District Intern Program require professional preparation coursework that all candidates will complete within two years.

#### **ECSE 600 Foundations in Special Education**

This course covers the historical and contemporary theories of Early Childhood and widely accepted developmental theories including its empirical influences underlying the evidence-based practices used in the field. Candidates study philosophical and legal precedents for early intervention and education at both the federal and state levels. Candidates will learn about the IDEA law, the Americans with Disabilities Act (1990) and Autism as it has been redefined in the DSM5. Candidates will study and learn about the process of identification for early intervention for students prenatal through age 5. Candidates will learn about the interconnectedness of the IFSP, Transition and IEP process with an emphasis on the integral nature of parental/guardian involvement. There will be discussions of appropriate supports and strategies to support infants and young children in various settings. Candidates will study the Infant/Toddler Learning and Developmental Foundations and the Preschool Learning Foundations to develop a strong knowledge of developmental steps and growth and its implication on creating developmentally and functionally appropriate goals and outcomes.



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### **ECSE 601 Classroom Environments and Positive Behavior Support**

Classroom Environment and Positive Behavior Support instructs participants in critical elements of the classroom environment in early childhood special education including setting up an early childhood classroom environment, nurturing a positive classroom culture, developing a language rich environment and lesson planning the classroom environment to meet the needs of diverse learners. The course reviews the tiered and pyramid approach to positive behavior support including:

- class-wide positive behavior supports,
- preventing challenging behaviors,
- identifying and providing tier two strategies of positive behavior support,
- identifying and defining challenging behavior,
- identifying functions of challenging behavior,
- writing and training others on behavior support plans,
- taking data on behavior and behavior support plans, and
- understanding typical behavior for students from infancy through preschool.

### **ECSE 602 Typical and Atypical Development**

Typical and Atypical Development will give participants a strong basis of understanding of child development for children birth through pre-Kindergarten. Participants will explore the typical developmental continuum as well as specific atypical developmental patterns of specific disabilities and/or risk conditions. Development will be examined through current research in the field and by dissecting the areas of development (social-emotional, physical, language, cognitive, literacy, and mathematics). Participants will also be able to examine common characteristics of young children with Autism Spectrum Disorder and best-practice instructional strategies to serve those students.

### **ECSE 603 Emergent Literacy and Communication**

Interns will learn the basic principles and teaching techniques for emergent literacy in reading, language arts and for very young EL children, which includes writing, verbal and nonverbal communication for children with disabilities birth to age 5. Candidates will learn from current research and practices, how best practices for specific needs promotes Emergent Literacy and Communication for early childhood special education students. Candidates will learn the difference between Speech and Language, the Theory of Language Acquisition, Brown's Morphological Markers, Atypical Language Development and setting up a literacy environment.

### **ECSE 604 Social Emotional Development and Early Learning**

This course covers a variety of materials to help participants become more informed about social-emotional development and interventions for students from infancy through pre-Kindergarten. The course reviews typical development and milestones as well as supporting families and caregivers understanding. Participants will be exposed to research-based and best practice research on developmentally appropriate social-emotional instruction. The course also covers atypical social-emotional development and interventions to support individual students.



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### **ECSE 605 Working with and the Role of Families**

In this course candidates will demonstrate knowledge of family system theories, how to engage families in collaboration and communication, review IDEA in relation to IFSP and IEP's, as well as develop knowledge of family-centered approaches in all components of early intervention. The course will focus on intervention and developing support systems for prenatal through prekindergarten aged children. This course addresses the understanding of the impact of the child's disability on the family. Candidates practice skills to sensitively elicit family's concerns, priorities, and resources in relation to their child. Candidates will discuss and learn about children at risk for developmental delays, disabilities and may be English Language Learners.

### **ECSE 606 Low Incidence**

This course is an introduction to Low Incidence disabilities. Candidates study and discuss the occurrences of low incidences as promoted by IDEIA and ADA of 1990. Candidates learn the importance of collaboration and effective practices in communication with all professionals and caregivers. In addition, candidates learn about movement and mobility including the importance of movement at primary stages, body awareness, positioning and basic needs. Further the course is an overview of assistive technology including a comprehensive definition as described in IDEIA of 2004. Candidates review high and low technologies including switches, visual schedules, communication cards, etc.

### **ECSE 607 Current Trends in Early Childhood Special Education**

The course Current Trends in Early Childhood prepares the candidates to engage in investigation into the historical perspectives of the structural development of early childhood national and local with specific focus on credentialing, funding, and local/regional resources. Further candidates will review current research and look critically into the areas of Autism as diagnosis, interventions and treatments are being debated in both the world of academia and nonconventional arenas. Candidates will also focus on the art of co teaching and the various current philosophical approaches to co teaching and collaboration. Finally, Candidates will investigate the current trends in research of culture and cultural proficiency, socioeconomics facing special needs children in an urban environment and the phenomena of suspension/ expulsion of young children.

### **ECSE 612 Infant Toddler and Preschool Field Work**

In Clinical Support participants will receive additional support towards their fieldwork experience in early childhood settings with families with young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/pre-kindergarten settings that include children with IEPs. Participants will be supported in working with young children individually and in small and whole group settings. Participants will be exposed to a variety of special topics in Early Childhood Special Education.

### **ECSE 802.2 Assessment in Early Childhood Special Education**





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The Early Childhood Special Education program prepares candidates to support the healthy growth and learning of young children with disabilities. Candidates study the developmental and learning characteristics and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities. Candidates increase their understanding of, and sensitivity to the impact of the child's disability on the family, and they become skilled at family-centered practices of early intervention for infants and young children with disabilities. Candidates demonstrate their abilities to conduct formal and informal assessments that advise the planning and implementation of evidence-based, developmentally appropriate, family supported interventions. Candidates gain an understanding of the impact of ethnicity, culture, life experiences, and language diversity and the central role of families in facilitating a child's healthy growth and development. Candidates participate in documented observations in a variety of settings from birth to prekindergarten. Candidates take part in extensive field experiences in early childhood settings with families and children who exhibit culturally and linguistically diverse backgrounds and those who have a range of abilities and needs, including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/prekindergarten settings that serve children with IEPs. During supervised reflective field experiences, candidates demonstrate skill in working with young children individually and in small and whole group settings.

**Ed 100.10a Teaching and Learning in a Multicultural Society (Multicultural)**

This course provides an intensive consideration of culture and cultural diversity aimed toward implementation of a culturally relevant and culturally responsive curriculum. Interns explore a research-based framework for understanding the complex interactions among personal, social, political, and educational factors that influence student achievement. The course is designed to help candidates plan and implement culturally relevant and culturally responsive educational strategies that positively impact the learning of Latinos, African Americans, and all other students who study in large urban school districts. Interns explore and reflect on their personal biases and belief systems.

**Ed 211.11g Curriculum and Methods of Teaching English Language Learners (Multicultural)**

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. Topics include research-based methods to address the needs of English Learners and to also build connections, support comprehensibility, and structure interaction; the acquisition and use of data to inform instruction, including support from specialists; the linguistic demands of CA State assessments; approaches to support vocabulary development; culturally responsive instruction; typical and atypical child development; and psychological and societal influences.

**ESEd 406 Collaboration and Communication Skills for Special Education**

Interns explore the unique challenges and benefits that arise when Special Educators and General Educators collaborate to create supportive learning environments for students with disabilities. Throughout the course, Interns will work to develop strategies that will enhance their collaborative practices and communication skills. Interns will develop the ability to communicate with all



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stakeholders including general educators, para-educators, parents, administrators, students, support staff members, community agencies, and service providers to benefit all students. Through this course, Interns will learn how to effectively communicate and strategize with all stakeholders to design and implement quality academic programs for students with ECSE Early Childhood Special Education, MMSN Mild to Moderate Support Needs or ESN Extensive Support Needs. The course content is supported using research-based practices that will guide Interns in acquiring the skills necessary to design collaborative program models for students with disabilities and develop rigorous standards-based lesson plans that will meet their students' diverse needs in the academic setting.

### **Ed 402.1a Portfolio Practicum (Year 1)**

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual Intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Expectations (TPEs).

### **Ed 402.1b Portfolio Practicum (Year 2)**

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual Intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. In addition, Interns participate in the CTC required health module. As a culminating activity, Interns develop an Individual Development Plan (IDP) in which they address areas of growth that will follow them and be incorporated in their Teacher Induction Program. The culminating events of the Portfolio Practicum are the Exit Interview and Symposium during which the Interns present evidence of their progress through a presentation before a board of 3 Educational Professionals. During the Symposium Interns will also defend the outcomes of their Action Investigation Plans that inform their IDP. The IDP is based on the California Teaching Performance Expectations (TPEs).





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## **Teacher Induction Program**

### **IND 701 Teacher Induction, Year 1 (SP 6)**

The Teacher Induction Program, Year 1 is designed to provide Candidates continuous support and guidance from a Lead Mentor who is like-credentialed. Candidates perform a self-assessment based on the California Standards for the Teaching Profession (CSTP). Candidates meet with their Lead Mentors weekly during "Networking" and "Just-in-Time" sessions in small groups and/or individually, during which they share successes, challenges, and ideas and receive support from their peers and Lead Mentor. Candidates in Year 1 cultivate an understanding of their students using various appropriate assessment tools. Candidates also develop an understanding of the context in which they teach by learning about the school culture and the community in which they are working. Candidates meet with their site administrator and Lead Mentor, at least twice yearly to develop and discuss goals and their progress. Candidates also develop an Individual Learning Plan (ILP) designed for them to reflect on their practice and develop appropriate goals to further their skills as educators. Candidates then implement their goals in their classroom. Candidates video record their teaching and use this evidence as the basis for self-reflection with support and guidance from their Lead Mentors and/or peers as a basis for discussion on improving their teaching practice based on the CSTP's.

### **IND 702 Teacher Induction, Year 2 (SP 6)**

The Teacher Induction Program, Year 2 is designed to provide Candidates continuous support and guidance from a Lead Mentor who is like-credentialed. Candidates perform a self-assessment based on the California Standards for the Teaching Profession (CSTP). Candidates meet with their Lead Mentors weekly during "Networking" and "Just-in-Time" sessions in small groups and/or individually, during which they share successes, challenges, and ideas and receive support from their peers and Lead Mentor. Candidates meet with their site administrator and Lead Mentor, at least twice yearly to develop and discuss goals and their progress. Candidates develop at least 2 Individual Learning Plans (ILP) designed for them to reflect on their practice and design appropriate goals based on the CSTPs to further their skills as educators. Candidates then implement their goals in their classroom. Candidates' video record their teaching and use this evidence as the basis for self-reflection with support and guidance from their Lead Mentors and/or peers as a basis for discussion on improving their teaching practice. Lastly, the culminating events are the Exit Interview and Colloquium during which the Candidates present evidence of their progress through a presentation before a board of 3 Educational Professionals. During the Exit Interview, Candidates will also defend the outcomes of their ILP. The presentation will also reflect the Candidates' knowledge and implementation of the CSTPs. The Colloquium will be a culminating celebration.



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**Autism Spectrum Disorder Added Authorization Course Sequence:**

**ASD-AA 801.1 Understanding the Full Range of Autism Spectrum Disorder (SP 3)**

The Autism Spectrum Disorder Added Authorization (ASDAA) program prepares candidates to support the healthy growth and learning of students with autism. Candidates will demonstrate unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. Candidates will also demonstrate knowledge, skills, and abilities to implement evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization. Lastly, candidates will demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

**ASD-AA 801.2 Utilizing Evidence Based Practices for Students on the Autism Spectrum (SP 3)**

In this course, participating teachers demonstrate knowledge, skills, and abilities to implement evidence-based methodologies in interacting with students who have Autism Spectrum Disorder from acquisition through generalization. In addition, participating teachers demonstrate ability to work with all service providers and families.



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**Early Childhood Special Education Added Authorization Course Sequence:**

**ESCE-AA 802.1 The Characteristics of Infants, Toddlers and Young Children with Disabilities and the Role of the Family in Early Childhood Special Education (SP 1)**

Participating teachers prepare to support the healthy growth and learning of young children with disabilities. Participating teachers study the developmental and learning characteristics and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities. Participating teachers increase their understanding of, and sensitivity to the impact of the child's disability on the family, and they become skilled at family-centered practices of early intervention for infants and young children with disabilities.

**ESCE-AA 802.2 Assessment in Early Childhood Special Education (SP 2)**

Participating teachers learn about and demonstrate their abilities to conduct formal and informal assessments that advise the planning and implementation of evidence-based, developmentally appropriate, family supported interventions. In addition, they practice with documenting observations. Participating teachers gain an understanding of the impact of ethnicity, culture, life experiences, and language diversity and the central role of families in facilitating a child's healthy growth and development.

**ESCE-AA 802.3 Observation and Field Experience in Early Childhood Special Education Programs (SP 4)**

Participating teachers take part in extensive field experiences in early childhood settings with families and children who exhibit culturally and linguistically diverse backgrounds and those who have a range of abilities and needs, including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/prekindergarten settings that serve children with IEPs. During supervised reflective field experiences, participating teachers practice and demonstrate skill in working with young children individually and in small and whole group setting.



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**Early Childhood Special Education Bridge to Expanded Kindergarten Authorization Course Sequence:**

**ECSE-AA 805.1 Bridge to Expanded Early Childhood Special Education**

Participating teachers will learn from significant historic and contemporary law as well as court cases that contributed to the development of Early Childhood Special Education, characteristics and identification of students with special needs, instructional accommodations and/or modifications to support students in the classroom, and strategies to support students to foster inclusive learning environments. Participating teachers will learn more about low incidence, transitions from birth through kindergarten, co-teaching and collaboration, and Universal Design for Learning (UDL).

**ECSE-AA 805.2 Bridge to Expanded Early Childhood Special Education**

Participating teachers will learn about instructional accommodations and/or modifications to support students in the classroom, and strategies to foster developmentally appropriate and Culturally and Linguistically aligned practices. Teachers will learn about Literacy development and knowledge of foundational literacy. Participating teachers will learn more about low incidence, transitions from birth through kindergarten, co-teaching and collaboration, and Universal Design for Learning (UDL).



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**Bilingual Added Authorization Course Sequence:**

**BA 803.2A The Context, Curriculum and Methods for Bilingual Education (SP 1)**

Candidates will learn about the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. Candidates will demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. Candidates will apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates will learn about the effects on the dimensions of learning in bilingual education program models. Candidates will learn about the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. Candidates will discuss strategies for how to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and view family as a primary language and cultural resource. Candidates will learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. Candidates will plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates will employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels that foster higher-order thinking skills. Candidate will explore various bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. Candidates' will develop intercultural communication and interaction that is linguistically and culturally responsive. Candidates will have an opportunity to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. Candidates will demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

**BA 803.2B The Context, Curriculum and Methods for Bilingual Education (SP 1)**

Candidates will learn about the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. Candidates will demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. Candidates will apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates will learn about the effects on the dimensions of learning in bilingual education program models. Candidates will learn about the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. Candidates will discuss strategies for how to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and view family as a primary language and cultural resource. Candidates will learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. Candidates will plan, develop, implement and



assess standards-aligned content instruction in the primary and target language. Candidates will employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels that foster higher-order thinking skills. Candidate will explore various bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. Candidates' will develop intercultural communication and interaction that is linguistically and culturally responsive. Candidates will have an opportunity to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. Candidates will demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

**BA 803.2C The Context, Curriculum and Methods for Bilingual Education (SP 1)**

Candidates will learn about the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. Candidates will demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. Candidates will apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates will learn about the effects on the dimensions of learning in bilingual education program models. Candidates will learn about the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. Candidates will discuss strategies for how to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and view family as a primary language and cultural resource. Candidates will learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. Candidates will plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates will employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels that foster higher-order thinking skills. Candidate will explore various bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. Candidates' will develop intercultural communication and interaction that is linguistically and culturally responsive. Candidates will have an opportunity to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. Candidates will demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

**BA 803.3 Social, Historical, and Cultural Influences on Latino/a Students in Education (SP 1)**

Candidates learn about the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.



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Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates will explore the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.





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## **Reading and Literacy Added Authorization Course Sequence:**

### **ED 804.1ab 21st Century Literacy (SP 2)**

RLAA candidates will focus on how to characterize 21st Century Literacy Skills. They will develop strong and coherent skills on integrating information literacy skills in classroom activities in which students learn to access, evaluate, use, and integrate information and ideas found in print, media, and digital resources. This method will support candidates to enable students to function in a knowledge-based and technology-oriented society. In addition, RLAA candidates will develop an in-depth knowledge of multimedia literacy, techniques to help students synthesize expository text (online and offline), and research on technology use in the classroom. Candidates will examine the critical aspects of multiple digital literacies for 21st century skills necessary for success in today's global economy.

### **Ed 804.2ab Literacy Assessments and Reading Disabilities (SP 2)**

RLAA candidates will be able to recognize characteristics of students with reading disabilities, understand the nature of dyslexia and other reading disabilities, learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Participants learn to interpret the results of various classroom assessments, including formative, on-going, and summative measures. Students align assessments with instructional programs and discuss effective assessment-based intervention programs. Participants also consider the appropriate assessment of diverse students with unique learning needs.

### **Ed 804.3ab Foundations in Reading Instruction (SP 2)**

RLAA candidates increase their understanding of the five elements of reading, emergent literacy, the structure of the English language, and the development of fluent reading within a school-wide culture of literacy. In this course, candidates review current research pertaining to oral language development, concepts of print, phonemic awareness, phonics and word study, fluency, vocabulary, comprehension, and written language development. Candidates will then integrate this research with practical application. Course content also considers the normal progression in complexity for each component of literacy, as explicated in the state standards. Finally, candidates learn about instructional sequences and routines that develop and accelerate students' language and literacy learning, including Response to Intervention (RtI), and multi-tiered levels of support.

### **Ed 804.4ab Balanced Literacy and Strategy Instruction (SP 2)**

Course participants will develop an in-depth knowledge of oral language development and vocabulary and understand emergent literacy.

### **ED 804.5ab Promoting a Culture of Literacy (SP 2)**

Course participants will develop an in-depth knowledge about how to define, promote, and assess an effective culture of literacy at the classroom, school, district, and community levels. This course will



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start with a review of the foundational beginnings of our national culture of literacy. Participants will read and analyze current research to discuss its application in promoting a rich culture of literacy across all domains of language acquisition and production - reading, writing, listening, and speaking - in a variety of contexts. Further, participants will reflect on the dynamics of effective literacy coaching and how to build literacy coaching skills. We will also explore the ways in which the language and literacy experiences of learners can contribute to a culture of literacy which honors all students' abilities, skills, and diverse backgrounds.

#### **Ed 804.6 Practicum (SP 4)**

The Reading Practicum is the culminating course in the Reading Certificate Program. Candidates participate in at least 45 hours of documented work in a selected educational environment that provides candidates with the opportunity to deliver balanced, comprehensive and reflective reading and language arts instruction. In this course, and with guidance from a field-based mentor and the instructor, candidates will undertake directed work with diverse learners, including English language learners, beginning readers, and students with specific deficiencies. Candidates will assess struggling readers at both early and intermediate levels; tutor or teach small groups of struggling readers at two or more reading levels including the nonreader level and one or more higher levels. The Practicum covers Program Standards 4 and 5 primarily.



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## **School Nurse Services Clear Credential**

### **SN 703 - Key Concepts in School Nursing**

NURS SN 703 is a 4-week course designed to prepare the school nurse credential candidate (SNCC) to gain an understanding about school nursing from a historical perspective. The candidate will focus on foundational information such as the role and responsibilities of the school nurse and examine the National Association of School Nurses (NASN) Framework for 21st Century School Nursing Practice and The Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child Model. Information on school nursing professional organizations will be included.

### **SN 704 A- Health Assessment Healthy Child**

NURS SN 704 is an 8-week course designed to prepare the school nurse credential candidate (SNCC) to utilize nursing knowledge to perform a head-to-toe health assessment in the school setting. The unit provides the school nurse with the necessary skills required for clinical decision making using interviewing skills, completing a health history, the progression of critical thinking, and the understanding of cultural dynamics in the well-student. The students will use the Los Angeles web-based software system to document and track health information. The student will also examine growth and development ranging from preschool to adolescence, normal findings, common variations, and pathophysiology, how disease affects body systems and its consequences. The pathophysiology portion of the course will bridge Term 1 and Term 2, together, as Term 2 focuses on the chronically ill and medically fragile child. The health status of the community will give the student the opportunity to identify the school communities' needs and resources.

### **SN 705 B- Health Assessment Ill Child**

NURS SN 705 is an 8-week course designed to prepare the school nurse credential candidate (SNCC) to understand, develop, and utilize nursing knowledge to perform a head-to-toe health assessment of the chronically ill student in the school setting. The SNCC will examine common variations, pathophysiology, how disease affects body systems and its consequences related to health and wellness, school and community health and student achievement. The unit focus will be on developing strategies and skills required for clinical decision-making using interviewing skills, completing a health history, the progression of critical thinking, and the understanding of cultural dynamics in the chronically ill student. It will provide the SNCC opportunities /activities to learn to develop and implement plans of care with emphasis on health-related needs of the chronically ill student in the educational setting. The SNCC will use the Los Angeles web-based software system to document and track health information. This course focuses on the chronically ill and medically fragile child and its pathophysiology thereby continuing the concepts discussed in NURS SN 705 (Health Assessment).

### **SN 706- Legal and Ethical Dilemmas**



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The Program supports candidates' depth of knowledge of the legal and ethical aspects of school nursing. Lectures, discussions, and projects enable the school nurse to explore the Federal, State, and Local laws that impact their practice., as well as the California Education Code State Mandates for School Nursing. They will identify how these laws and Mandates inform school district policies and procedures. They will learn about ethical decision pathways and explore their own belief systems and be familiar with the NASN (National Association of School Nurses) Code of Ethics and the Nurse Practice Act.

### **SN 707- Diversity and Cultural Humility**

Diversity and Cultural Humility. This 4-week course focuses on the provision and application of concepts needed for nursing practice in the school setting. This course provides background and teaches concepts needed to individualize education, treatment and advocacy provided to all students and school communities by the school nurse with emphasis on the equity and the inclusion of all individuals and communities served by the school nurse.

### **SN 708- Health Promotion and Disease Prevention**

NURS SN 708 is an 8-week course designed to introduce the school nurse credential candidate (SNCC) to health promotion and disease prevention utilizing concepts in levels of disease prevention, the nursing process, community assessment, and collaboration within the school and community setting. An emphasis will be placed on health promotion, risk reduction, and disease management. The course will also incorporate nursing knowledge to offer preventative, health promoting, and protective services that benefit the pediatric population.

### **SN 709- Key Concepts in Nursing Theory and Research**

Course SN 709 provides theoretical research content and field practices that emphasize the multifaceted role of the school nurse. Selected theories are explored, and the student learns how ideas are developed and used in nursing practice and research. The student participates in field experiences and classroom learning activities that focus on the assessment and management of health care needs in school settings. This course provides the student with the necessary tools and skills for a professional school nurse, and the student will be able to successfully function as a provider, planner, and coordinator of health care in school settings.

- Theories and concepts guiding school nurse practice
- Scope and standards of school nurse practice
- School nurse research and evidence-based practice as a tool to frame school nursing practice
- Specialized procedures and care plans specific to school nurse practice
- Working with diverse and vulnerable populations; children and their families in the school setting
- Student attendance interventions and role of the school nurse

### **SN 710- Special Considerations**



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SN 710 Special Considerations for School Nursing in Treatment Education and Advocacy: Cultural Humility, Diversity, Mental Health, and Adverse Childhood Experiences. This course focuses on the provision and application of concepts needed for nursing practice in the school setting. This course provides background and teaches concepts needed to individualize education, treatment and advocacy provided to all students and school communities by the school nurse with emphasis on the equity and the inclusion of all individuals and communities served by the school nurse.

**SN 711- School Nurse Competency Practicum**

The school nurse credential program offers a practicum experience for credential candidates. The course is designed for candidates to engage in activities that meet the objectives and outcomes of the school nurse credential program. In the course practicum, the candidate will complete a field experience that involves recording their experiences, developing plans of action, reporting results, feedback, and a performance evaluation self-assessment. This course is designed to focus on the role of the school nurse.