



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 Credential Program

Added Authorization Program

Autism Spectrum Disorder

Early Childhood Special Education

Bilingual: Spanish, Mandarin, Korean, French

Reading and Literacy

2024–2025



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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; Added Authorizations: Early Childhood Special Education, Autism Spectrum Disorder, Bilingual – Spanish, French Korean, Mandarin, and Reading and Literacy,

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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 Disabilities 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.

iCAAP is continuously updating the courses to align with California's Program Standards and Teacher Performance Expectations. Most recently on February 2, 2024, the Commission issued PSA 24-01 and then updated with PSA 24-08, which outlines instructions for programs that are required by Senate Bill 488 (Chapter 678, Statute of 2021) to undergo Literacy Instruction Certification. iCAAP credentials subject to literacy certification include the Preliminary Multiple Subject program and the Education Specialist programs.

Now iCAAP's 2024-2025 Professional Development Plan (PDP) courses reflect the new TPEs in the reading courses as well as in the methods courses. Standard 7 will be reflected in the Portfolio and clinical practice for the indicated credentials. All programs that require the RICA will transition to the new CallPA (California Literacy Proficiency exam) July 1, 2025, as the RICA will cease to be used as of June 30, 2025.



Further, the law requires the Commission to certify that all Preliminary programs are providing prospective teachers with instruction in the requisite knowledge, skills, and abilities for the study of literacy as specified in Education Code (EC) section 44259(b)(4)(A) and (B). SB 488 established several new priorities for the preparation of teachers to provide effective, science- and evidence-based literacy instruction. The law, and resulting new teacher preparation program standards, reaffirms the State Board-adopted English Language Arts/English Language Development (ELA/ELD) Framework as the foundation for literacy instruction for TK-12 students in California. As a result, all teacher preparation programs must ensure alignment with the framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Preparation programs must include content that emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and how progress in the other themes supports progress in the foundational skills. Candidates in iCAAP's Preliminary Education Specialist program and the Multiple Subject Program will be required to take and pass a literacy performance assessment beginning on July 1, 2025.

CLINICAL PRACTICE

In accordance with Education Code (EC) section 44320.3 and SB 488, iCAAP must provide all intern candidates a clinical practice setting and fieldwork opportunities to:

- take and pass a Commission-approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.
- provide instruction with a strong literature, language, and comprehension component with a balance of oral and written language.
- to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.
- to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*
- provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259:
- *EC section 44259 (b)(4)(A) and (B):*
 - (A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research-based and includes all of the following:
 - (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
 - (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
 - (iii) Ongoing diagnostic techniques that inform teaching and assessment.
 - (iv) Early intervention techniques.
 - (v) Guided practice in a clinical setting.
 - (B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic *awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

Instructional Faculty Lead Mentors employed by iCAAP that are assigned to mentor an intern and all Instructional Faculty will be responsible for attending/accessing professional learning sessions, outlining the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements. T



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Professional Development Plan (PDP) Overview:

iCAAP prepares highly qualified urban public-school teachers for the following credential areas indicated below. As of June 2024, more than 18,000 teachers have earned their teacher certifications within LAUSD's iCAAP since its inception. Below are the programs provided each year.

Preliminary Credentials (Intern):

- **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)

Clear Programs:

- **Teacher Induction General Education:** Multiple Subject and Single Subject: Mathematics, Biology, Chemistry, Physics, Foundation Science, and English only for those who earned their Preliminary credential through iCAAP
- **Teacher Induction Education Specialist Credentials:** All Education Specialist teachers with a Preliminary Credential in Special Education who are employed by LAUSD may clear their credential through iCAAP.
- **School Nurse Services Clear Credential:** All school nurses with a Preliminary Credential in School Nursing who are employed by LAUSD may clear their credential through iCAAP.

Added Authorizations (AA):

- Autism Spectrum Disorder – (ASDAA)
- Bilingual for Spanish, Korean, Mandarin, and/or French – (BiLAA)
- Early Childhood Special Education – (ECSEAA)
- Reading and Literacy – (RLAA)

Intern Program:

iCAAP Candidates complete a prerequisite 120-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 Interns 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 Candidates complete specific tasks that demonstrate knowledge of the Teaching Performance Expectations (TPEs) and standards specific to the credential they are earning. These tasks include but are not limited to: lesson and unit planning, becoming acquainted with school culture, parent/guardian relationships, home environment, and



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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), and include additional support from 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 all Education Specialist Preliminary credentialed teachers and District Intern General Education 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:

The iCAAP School Nurse Services Clear Credential (SNSCC) program provides an innovative and rigorous experience through coursework and field experience based on the School Nurse Services Credential standards, Nurse Practice Act, and California Education Code to ensure that LAUSD school nurses successfully master the necessary knowledge, skills and abilities to be successful in strengthening and facilitating the educational process by improving and protecting the health status of children and their families.

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 (120 Hours)

Course Number	Course Title	Salary Points
ELR 398	Pre-Service Multiple Subject Teacher Training A	3
ELR 399	Pre-Service Multiple Subject Teacher Training B	3
		6 Total

Course Sequence:

Course Number	Course Title	Salary Points
ELR 303	Foundations of Education	1
ELR 300	Classroom Organization and Management	1
ELR 305	Co-Teaching and Collaboration	1
EDUC 201	Approaches to Teaching Foundational Literacy Skills	1
EDUC 200	Current Methods of Teaching Emergent Bilinguals (Multicultural)	1
EDUC 205	Literacy for Students with Exceptionalities	1
EDUC 203	Curriculum and Methods of Teaching Mathematics	1
EDUC 204	Curriculum and Methods of Teaching Science	1
ASMT 901	CalTPA Instructional Cycle 1	2
EDUC 298	Clinical Support and Fieldwork (Year 1)	3
EDUC 202	Approaches to Teaching Advanced Literacy Skills	1
ELR 302	Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)	1
ELR 307	Teaching and Learning in a Multicultural Society (Multicultural)	1
EDUC 206	Cultural and Community Connections (Multicultural)	1
ELR 301	Voices of Diversity (Multicultural)	1
ELR 304	Curriculum and Methods of Teaching Health/Physical Education	1
ELR 306	Curriculum and Methods of Teaching Music/Visual and Performing Arts	1
ASMT 902	CalTPA Instructional Cycle 2	2
EDUC 299	Clinical Support and Fieldwork (Year 2)	3
	Cardiopulmonary Resuscitation (CPR) Verification	0
	Portfolio Exit Symposium	0
		25 Total



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Multiple Subject Course Descriptions

Pre-Service Orientation (120 Hours)- iCAAP Intern

ELR 398, ELR 399 Pre-Service Multiple Subject Teacher Training A/B

Candidates participate in a three-week, 120-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 Emergent Bilinguals,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the five 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

Course Description: All Preliminary Programs offered by the LAUSD iCAAP require professional preparation coursework that all candidates will complete within two years.

EDUC 200 Curriculum and Methods of Teaching Emergent Bilinguals (Multicultural)

Interns expand their understanding of how to plan for and provide effective instruction for Emergent Bilinguals and other students with linguistic needs. Topics include research-based methods to address the needs of Emergent Bilinguals 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.



EDUC 201 Approaches to Teaching Foundational Literacy Skills

This course equips educators with foundational literacy instruction, starting with an exploration of the historical foundations that necessitate explicit and systematic approaches to teaching reading and literacy. It emphasizes understanding phonological awareness and explicit phonics concepts. Participants gain proficiency in administering phonics and fluency assessments to guide targeted instruction and assess overall reading proficiency. Participants develop strategies to engage and motivate literacy instruction, including techniques for decoding irregular and multisyllabic words. Participants learn to apply effective fluency learning engagements to support all learners. This course lays the foundational layer so that students have the tools to move beyond foundational literacy and move to the next course which focuses on advanced literacy instruction concentrating on the following concepts: vocabulary instruction, comprehension of information and literary texts, and composition.

EDUC 202 Approaches to Teaching Advanced Literacy Skills

Building on the previous course, "EDUC 201: Approaches to Teaching Foundational Literacy Skills," which focused on foundational literacy instruction, this course equips educators with comprehensive literacy strategies for effective advanced reading and literacy instruction tailored to diverse student needs. Participants will learn to create dynamic learning environments that promote active engagement and motivation among students. Emphasis is placed on structured planning to ensure organized and systematic reading and literacy engagements that are both direct and explicit. Participants will explore various vocabulary strategies and instructional techniques to enhance students' oral and written language development. Additionally, the course covers strategies for implementing comprehension instruction across literary and informational texts, fostering deeper understanding and critical thinking skills among learners.

EDUC 203 Curriculum and Methods for Teaching Mathematics

Candidates identify and use developmentally appropriate strategies to promote the State Mathematics Framework and content standards in the elementary classroom. Candidates explore effective strategies to integrate in the classroom through investigations, problem solving and assessment. Candidates are given explicit instruction in making mathematics content accessible to Emergent Bilinguals.

EDUC 204 Curriculum and Methods for 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.

EDUC 205 Literacy for Students with Exceptionalities

Interns will understand and plan evidence-based literacy instruction grounded in California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention) and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). Interns will learn about processing disorders that impact reading and use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.



EDUC 206 Cultural and Community Connections (Multicultural)

This course helps Interns to understand “diversity” as the ever-evolving opportunity to affirm the students and families we serve. Interns explore the role that diversity and its many facets play and have played in our lives, classrooms, city and country. Topics related to culture, race, socioeconomic status, language background, religion, sexuality, gender, and [dis]ability are addressed. Participants will form a learning community in which we examine our own experiences and assumptions related to identities and the systems that support the disparities that are evidenced in our society.

EDUC 298 Clinical Support and Fieldwork (Year 1)

The initial Clinical Support and Fieldwork program 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 Candidates 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 like-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 Clinical Support and Fieldwork program sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). In accordance with California’s Literacy Initiatives, ICAAP’s Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California’s new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

EDUC 299 Clinical Support and Fieldwork (Year 2)

Year 2 of the Clinical Support and Fieldwork program continues to focus on the Inter’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 like-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 Clinical Support and Fieldwork program 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). In accordance with California’s Literacy Initiatives, ICAAP’s Clinical Support and Fieldwork program have designed hands-on opportunities that allow interns to practice



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California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

ELR 300 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.

ELR 301 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 and productive relationships with families and communities. Interns explore culturally and linguistically-responsive pedagogy (CLRP) to engage all students in cognitively demanding curriculum.

ELR 302 Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)

The General Education History-Social Science course prepares Interns 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.

ELR 303 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 is the role of teacher and student within our communities and society? In addressing these questions, Interns will read the works of predominant educational philosophers and theorists and explore our own experiences and preconceptions. To grapple with these fundamental questions related to the teaching 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 the core questions as part of a larger description of their philosophy of education.

ELR 304 Curriculum and Methods of Teaching Health/Physical Education

This four-part class 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*).

In the first two modules 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, to create meaningful assessments and to integrate technology that can help students monitor their own physical fitness. During the last two modules, Interns will study the Health Education Standards 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, incorporating reading, writing and technology into instruction to personalize lessons.

ELR 305 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:

- 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.

ELR 306 Curriculum and Methods of Teaching Music/Visual and Performing Arts

This course will provide Interns with a foundational knowledge of the four art disciplines: visual arts, music, dance and theater. This course will teach Interns to develop sequential



instruction in each of the four art discipline areas and to craft interdisciplinary lessons that integrate arts instruction into content area lessons and the English Language Development standards. Interns will explore how the California Visual and Performing Arts Standards compliment the Common Core and content area state standards. They will understand how learning in an arts discipline supports students in other academic areas, fosters engagement, builds students' collaboration and communication skills and fosters an understanding of diversity, providing students with opportunities to learn transferable college and career skills.

ELR 307 Teaching and Learning in a Multicultural Society (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.

ASMT 901 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.

ASMT 902 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, needs and learning context to plan and teach a learning segment based on California state standards using the pedagogy of their discipline. Throughout the



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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.

STATEMENT ABOUT THE NEW CAL LPA and the NEW TPEs for reading and writing and literacy for all portfolios.



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Single Subject Course Sequence:

Pre-Service Orientation (120 Hours)

Course Number	Course Title	Salary Points
SEC 498	Pre-Service Single Subject Teacher Training A	3
SEC 499	Pre-Service Single Subject Teacher Training B	3
		6 Total

Course Sequence

Course Number	Course Title	Salary Points
SEC 405	Foundations of Education	1
SEC 400	Classroom Organization and Management	1
EDUC 298	Clinical Support and Fieldwork (Year 1)	3
SEC 401	Methods of Teaching English, Math, and Science (Part 1)	1
EDUC 200	Methods of Teaching Emergent Bilinguals (Multicultural)	1
SEC 403	Integrating Standards, Curriculum, and Assessment (Part 1)	1
SEC 404	Educational Technology	1
ASMT 901	CalTPA Instructional Cycle 1	2
SEC 402	Curriculum and Methods of Teaching Reading	1
SEC 409	Co-Teaching and Collaboration	1
SEC 406	Advanced Classroom Management: Managing Antisocial Behavior	1
EDUC 299	Clinical Support and Fieldwork (Year 2)	3
SEC 407	Methods of Teaching English, Math, and Science (Part 2)	1
SEC 408	Integrating Standards, Curriculum and Assessment (Part 2)	1
EDUC 202	Approaches to Teaching Advanced Literacy Skills	1
ASMT 902	CalTPA Instructional Cycle 2	2
EDUC 206	Cultural Community Connections (Multicultural)	1
SEC 410	Voices of Diversity (Multicultural)	1
SEC 411	Teaching and Learning in a Multicultural Society (Multicultural)	1
	Current Cardiopulmonary Resuscitation (CPR) Verification	0
	Preliminary Symposium	0
		25 Total



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



Single Subject Course Descriptions

Pre-Service Orientation (120 Hours)- iCAAP Intern

SEC 498, SEC 499 Pre-Service Single Subject Teacher Training A/B

Candidates participate in a three week, 120-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 Emergent Bilinguals,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Classroom Organization and Management Program.

Topics covered throughout the five 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

Course Description: All Preliminary Programs offered by the LAUSD iCAAP require professional preparation coursework that all candidates will complete within two years.

EDUC 200 Curriculum and Methods of Teaching Emergent Bilinguals (Multicultural)

Interns expand their understanding of how to plan for and provide effective instruction for Emergent Bilinguals and other students with linguistic needs. Topics include research-based methods to address the needs of Emergent Bilinguals 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.



EDUC 202 Approaches to Teaching Advanced Literacy Skills

Building on the previous course, "*Approaches to Teaching Foundational Literacy Skills*," which focused on foundational literacy instruction, this course equips educators with comprehensive literacy strategies for effective advanced reading and literacy instruction tailored to diverse student needs. Participants will learn to create dynamic learning environments that promote active engagement and motivation among students. Emphasis is placed on structured planning to ensure organized and systematic reading and literacy engagements that are both direct and explicit. Participants will explore various vocabulary strategies and instructional techniques to enhance students' oral and written language development. Additionally, the course covers strategies for implementing comprehension instruction across literary and informational texts, fostering deeper understanding and critical thinking skills among learners.

EDUC 206 Cultural Community Connections (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 explore and reflect on their personal biases and belief systems.

EDUC 298 Clinical Support and Fieldwork (Year 1)

The initial Clinical Support and Fieldwork program serves as a compilation of the Intern'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 like-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 Clinical Support and Fieldwork program sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). In accordance with California's Literacy Initiatives, ICAAP's Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

EDUC 299 Clinical Support and Fieldwork (Year 2)

Year 2 of the Clinical Support and Fieldwork program continues to focus on the I'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 like-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 Clinical Support and Fieldwork program 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). In accordance with California's Literacy Initiatives, ICAAP's Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

SEC 400 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.

SEC 401 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 Emergent Bilinguals 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 student progress toward meeting the content standards as well as grade-level texts that create intellectually challenging instruction.

SEC 402 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 Emergent Bilinguals, Standard English Learners, and students with disabilities. Interns are provided with the necessary tools to teach reading in the content area, including specific strategies 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 Emergent Bilinguals and struggling readers, and explicitly addresses the four domains of language arts: reading writing, listening and speaking.



SEC 403 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.

SEC 404 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.

SEC 405 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 provide differentiated instruction for students with diverse needs.

SEC 406 Advanced Classroom Management: Managing Antisocial Behavior

Interns build on their learning from SEC 400 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.

SEC 407 Methods of Teaching English, Math, and Science (Part 2)

Interns plan and develop 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.



SEC 408 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.

SEC 409 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.

SEC 410 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.

SEC 411 Teaching and Learning in a Multicultural Society (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.



ASMT 901 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.

ASMT 902 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 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.



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



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

Pre-Service Orientation (120 Hours)

Course Number	Course Title	Salary Points
SPED 598	Pre-Service Special Education Teacher Training A	3
SPED 598	Pre-Service Special Education Teacher Training B	3
		6 Total

Course Sequence

Course Number	Course Title	Salary Points
SPED 500	Collaboration and Communication Skills for Special Education	1
SPED 501	Classroom Management and Positive Behavior Support	1
SPED 508	Advanced Assessment and the IEP (MMSN)	1
SPED 509	Curriculum, Instruction, and Program Evaluation (MMSN)	1
EDUC 206	Cultural and Community Connections (Multicultural)	1
EDUC 201	Approaches to Teaching Foundational Literacy Skills	1
ASMT 901	CalTPA Instructional Cycle 1	2
EDUC 205	Literacy for Students with Exceptionalities	1
EDUC 200	Current Methods of Teaching Emergent Bilinguals (Multicultural)	1
EDUC 298	Clinical Support and Fieldwork (Year 1)	3
EDUC 204	Curriculum and Methods of Teaching Science	1
EDUC 203	Curriculum and Methods of Teaching Mathematics	1
SPED 502	Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)	1
SPED 503	Transition, Vocational and Career Development	1
EDUC 202	Approaches to Teaching Advanced Literacy Skills	1
SPED 504	Methods of Teaching Literacy in Content Areas (MMSN)	1
ASMT 902	CalTPA Instructional Cycle 2	2
EDUC 299	Clinical Support and Fieldwork (Year 2)	3
Current Cardiopulmonary Resuscitation (CPR) Verification		0
Successful Completion of RICA		0
		24 Total



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



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

Pre-Service Orientation (120 Hours)

Course Number	Course Title	Salary Points
SPED 598	Pre-Service Special Education Teacher Training A	3
SPED 598	Pre-Service Special Education Teacher Training B	3
		6 Total

Course Sequence

Course Number	Course Title	Salary Points
SPED 500	Collaboration and Communication Skills for Special Education	1
SPED 501	Classroom Management and Positive Behavior Support	1
SPED 505	Assessment, the IEP, and Instruction for Extensive support needs (ESN)	1
EDUC 206	Cultural and Community Connections (Multicultural)	1
EDUC 201	Approaches to Teaching Foundational Literacy Skills	1
EDUC 205	Literacy for Students with Exceptionalities	1
ASMT 901	CalTPA Instructional Cycle 1	2
EDUC 200	Current Methods of Teaching Emergent Bilinguals (Multicultural)	1
EDUC 204	Curriculum and Methods of Teaching Science	1
EDUC 298	Clinical Support and Fieldwork (Year 1)	3
EDUC 203	Curriculum and Methods of Teaching Mathematics	1
SPED 502	Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)	1
SPED 503	Transition, Vocational and Career Development	1
EDUC 202	Approaches to Teaching Advanced Literacy Skills	1
SPED 506	Methods of Teaching Movement, Mobility and Health Care (ESN)	1
ASMT 902	CalTPA Instructional Cycle 2	2
SPED 507	Methods of Developing Interpersonal and Social Interaction Skills (ESN)	1
EDUC 299	Clinical Support and Fieldwork (Year 2)	3
Current Cardiopulmonary Resuscitation (CPR) Verification		0
Successful Completion of RICA		0
		24 Total



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



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

Pre-Service Orientation (60 Hours)

Course Number	Course Title	Salary Point
SPED 598	Pre-Service Special Education Teacher Training A	3
		3 Total

Course Sequence

Course Number	Course Title	Salary Points
SPED 500	Collaboration and Communication Skills for Special Education	1
SPED 501	Classroom Management, and Positive Behavior Support	1
SPED 503	Transition, Vocational and Career Development	1
EDUC 205	Literacy for Students with Exceptionalities	1
SPED 504	Methods of Teaching Literacy in Content Areas (MMSN)	1
SPED 508	Advanced Assessment and the IEP (MMSN)	1
SPED 509	Curriculum, Instruction, and Program Evaluation (MMSN)	1
EDUC 200	Current Methods of Teaching Emergent Bilinguals (Multicultural)	1
EDUC 299	Portfolio Practicum (1 year)	3
		11 Total



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



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

Pre-Service Orientation (60 Hours)

Course Number	Course Title	Salary Point
SPED 598	Pre-Service Special Education Teacher Training A	3
		3 Total

Course Sequence

Course Number	Course Title	Salary Points
SPED 500	Collaboration and Communication Skills for Special Education	1
SPED 501	Classroom Management, and Positive Behavior Support	1
SPED 503	Transition, Vocational and Career Development	1
EDUC 205	Literacy for Students with Exceptionalities	1
SPED 506	Methods of Teaching Movement, Mobility and Health Care (ESN)	1
SPED 505	Assessment, the IEP and Instructional Moderate Severe Disabilities (ESN)	1
SPED 507	Methods of Developing Interpersonal and Social Interaction Skills (ESN)	1
EDUC 200	Current Methods of Teaching Emergent Bilinguals (Multicultural)	1
EDUC 299	Portfolio Practicum (1 year)	3
		11 Total



Special Education Course Descriptions

Pre-Service Orientation (120 Hours) – iCAAP Intern

SPED 598, SPED 599 Pre-Service Special Education Teacher Training A/B

Candidates participate in a three-week, 120-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 five 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 (60 Hours) – Credentialed Educators Now Teaching Special Education (CENTSE)

Course Description: All Preliminary Programs offered by the LAUSD iCAAP require professional preparation coursework that all candidates will complete within two years.

SPED 598 Pre-Service Special Education Teacher Training A

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,
- 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.

Education Specialist Course Listing

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

EDUC 200 Current Methods of Teaching Emergent Bilinguals (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.

EDUC 201 Approaches to Teaching Foundational Literacy Skills Not SS

This course equips educators with foundational literacy instruction, starting with an exploration of the historical foundations that necessitate explicit and systematic approaches to teaching reading and literacy. It emphasizes understanding phonological awareness and explicit phonics concepts. Participants gain proficiency in administering phonics and fluency assessments to guide targeted instruction and assess overall reading proficiency. Participants develop strategies to engage and motivate literacy instruction, including techniques for decoding irregular and multisyllabic words. Participants learn to apply effective fluency learning engagements to support all learners. This course lays the foundational layer so that students have the tools to move beyond foundational literacy and move to the next course which focuses on advanced literacy instruction concentrating on the following concepts: vocabulary instruction, comprehension of information and literary texts, and composition.

EDUC 202 Approaches to Teaching Advanced Literacy Skills

Building on the previous course, "*Approaches to Teaching Foundational Literacy Skills*," which focused on foundational literacy instruction, this course equips educators with comprehensive literacy strategies for effective advanced reading and literacy instruction tailored to diverse student needs. Participants will learn to create dynamic learning environments that promote active engagement and motivation among students.



Emphasis is placed on structured planning to ensure organized and systematic reading and literacy engagements that are both direct and explicit. Participants will explore various vocabulary strategies and instructional techniques to enhance students' oral and written language development. Additionally, the course covers strategies for implementing comprehension instruction across literary and informational texts, fostering deeper understanding and critical thinking skills among learners.

EDUC 203 Curriculum and Methods of Teaching Mathematics

Interns identify and use developmentally appropriate strategies to promote the State Mathematics Framework and content standards in the elementary classroom. Interns explore effective strategies to integrate in the classroom through investigations, problem solving and assessment. Interns are given explicit instruction in making mathematics content accessible to English Learners.

EDUC 204 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.

EDUC 205 Literacy for Students with Exceptionalities

Interns will understand and plan evidence-based literacy instruction grounded in California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention) and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). Interns will learn about processing disorders that impact reading and use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

EDUC 206 Cultural and Community Connections (Multicultural)– Bonnie

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.

EDUC 298 Clinical Support and Fieldwork (Year 1)

The initial Clinical Support and Fieldwork program serves as a compilation of the Intern'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 like-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 Clinical Support and Fieldwork program sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). In accordance with California's Literacy Initiatives, ICAAP's Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

EDUC 299 Clinical Support and Fieldwork (Year 2)

Year 2 of the Clinical Support and Fieldwork program continues to focus on the Intern'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 like-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 Clinical Support and Fieldwork program 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). In accordance with California's Literacy Initiatives, ICAAP's Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

SPED 500 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.

SPED 501 Classroom Management and Positive Behavior Support

This course is designed for interns to explore evidence-based practices of effective classroom management and individual behavior intervention strategies with collaborative, and interactive activities. Interns will become familiar with differentiated instruction to support students with mild to moderate disabilities and extensive



support needs. The course will also emphasize creating instructional strategies for supporting safe learning environments through Positive Behavioral Interventions and Supports (PBIS) methods. Interns will also have an opportunity to collaboratively develop an understanding of the main terminology of Functional Behavioral Assessments (FBA) and the various components of a Behavior Intervention Plan.

SPED 502 Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)

The General Education History–Social Science course prepares Interns 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 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.

SPED 503 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.

SPED 504 Methods of Teaching Literacy in Content Areas (MMSN)–Wendy



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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.

SPED 505 Assessment, the IEP, and Instructional Extensive Support Needs

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 Extensive Support Needs. In addition, they select, use and interpret results of formal/informal assessments.

SPED 506 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.

SPED 507 Methods of Developing Interpersonal and Social Interaction Skills (ESN)

Interns learn strategies to teach communication, social and interpersonal skills to students with Extensive Support Needs. Interns will be able to facilitate each student's ability to effectively 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. Interns learn to identify and utilize effective intervention techniques, to work as a member of a trans-disciplinary team to develop social interaction skills, self- advocacy skills, a variety of augmentative communication strategies, and social skill instruction that expands social networks and friendships

SPED 508 Advanced Assessment and the IEP (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 Emergent Bilinguals.

SPED 509 Curriculum, Instruction, and Program Evaluation (MMSN)

Interns build upon their knowledge of the practical and theoretical aspects of assessment and measurement for general and special education settings. Interns build upon their knowledge of formal and informal measures as they relate to the development of curriculum and individualized instructional programs for students with mild/moderate support needs. In this course, interns plan, implement, and evaluate specially designed instruction for students with mild/moderate support needs and who may be Emergent Bilinguals.

ASMT 901 CalTPA Instructional Cycle 1–Steve



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.

ASMT 902 CalTPA Instructional Cycle 2–Steve

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 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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Early Childhood Special Education Course Sequence:

Pre-Service Orientation (120 Hours)

Course Number	Course Title	Salary Points
ECSE 698	Pre-Service Early Childhood Special Education Teacher Training A	3
ECSE 699	Pre-Service Early Childhood Special Education Teacher Training B	3
		6 Total

Course Sequence

Course Number	Course Title	Salary Points
ECSE 600	Foundations in Special Education	1
EDUC 201	Approaches to Teaching Foundational Literacy Skills	1
ECSE 601	Classroom Environments and Positive Behavior Support (Part 1)	1
ECSE 602	Classroom Environments and Positive Behavior Support (Part 2)	1
ECSE 603	Typical and Atypical Development	1
ECSE 609	Low Incidence	1
ECSE 604	Assessment in Early Childhood Special Education (Part 1)	1
ECSE 606	Current Trends in Early Childhood Special Education	1
EDUC 200	Curriculum and Methods of Teaching English Language Learners (Multicultural)	1
ECSE 611	Infant, Toddler and Preschool Field Work	1
ECSE 610	Social Emotional Development and Early Learning	1
ECSE 608	Emergent Literacy and Communication	1
ECSE 607	Working With and the Role of Families	1
SPED 500	Collaboration and Communication Skills for Special Education	1
ECSE 605	Assessment in Early Childhood Special Education (Part 2)	1
EDUC 206	Teaching and Learning in a Multicultural Society (Multicultural)	1
EDUC 298	Clinical Support and Fieldwork (Year 1)	3
EDUC 299	Clinical Support and Fieldwork (Year 2)	3
	Cardiopulmonary Resuscitation (CPR) Verification	0
	Preliminary Symposium	0
		22 Total



Early Childhood Special Education Course Descriptions

ECSE 698, ECSE 699 Pre-Service Early Childhood Special Education Teacher Training A/B

Candidates participate in a three-week, 120 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:

- Emergent Bilinguals,
- Special Education,
- Human Development,
- Reading and Literacy, and
- Developing Appropriate Learning Environments for Early Childhood

Topics covered throughout the five 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
- Designing developmentally appropriate learning environments for young learners

Early Childhood Special Education Course Listing

Course Description: All Preliminary Programs offered by the LAUSD iCAAP require professional preparation coursework that all candidates will complete within two years.

EDUC 200 Curriculum and Methods of Teaching English Language Learners (Multicultural)

Interns expand their understanding of how to plan for and provide effective instruction for Emergent Bilinguals/English Learners and other students with linguistic needs. Topics include research-based methods to address the needs of Emergent Bilinguals 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.

EDUC 201 Approaches to Teaching Foundational Literacy Skills Not SS



This course equips educators with foundational literacy instruction, starting with an exploration of the historical foundations that necessitate explicit and systematic approaches to teaching reading and literacy. It emphasizes understanding phonological awareness and explicit phonics concepts. Participants gain proficiency in administering phonics and fluency assessments to guide targeted instruction and assess overall reading proficiency. Participants develop strategies to engage and motivate literacy instruction, including techniques for decoding irregular and multisyllabic words. Participants learn to apply effective fluency learning engagements to support all learners. This course lays the foundational layer so that students have the tools to move beyond foundational literacy and move to the next course which focuses on advanced literacy instruction concentrating on the following concepts: vocabulary instruction, comprehension of information and literary texts, and composition.

EDUC 206 Cultural and Community Connections (Multicultural)

This course helps Interns to understand “diversity” as the ever-evolving opportunity to affirm the students and families we serve. Interns explore the role that diversity and its many facets play and have played in our lives, classrooms, city and country. Topics related to culture, race, socioeconomic status, language background, religion, sexuality, gender, and [dis]ability are addressed. Participants will form a learning community in which we examine our own experiences and assumptions related to identities and the systems that support the disparities that are evidenced in our society.

EDUC 298 Clinical Support and Fieldwork (Year 1)

The initial Clinical Support and Fieldwork program serves as a compilation of the Intern’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 like-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 Clinical Support and Fieldwork program sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), and the California Teaching Performance Expectations (TPEs). In accordance with California’s Literacy Initiatives, ICAAP’s Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California’s new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

EDUC 299 Clinical Support and Fieldwork (Year 2)

Year 2 of the Clinical Support and Fieldwork program continues to focus on the Intern’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 like-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 Clinical Support and Fieldwork program 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). In accordance with California's Literacy Initiatives, ICAAP's Clinical Support and Fieldwork program has designed hands-on opportunities that allows interns to practice California's new literacy TPEs through real-life teaching activities, ensuring they develop the necessary understanding and competence to apply these standards effectively in diverse classroom settings.

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. Interns study philosophical and legal precedents for early intervention and education at both the federal and state levels. Interns will learn about the IDEA law, the Americans with Disabilities Act (1990) and Autism as it has been redefined in the DSM5. Interns will study and learn about the process of identification for early intervention for students prenatal through age 5. Interns 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. Interns 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.

ECSE 601 Classroom Environments and Positive Behavior Support (Part 1)

Classroom Environment and Positive Behavior Support instructs participants in critical elements of the classroom environment in early childhood through kindergarten special education including designing the 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 Classroom Environments and Positive Behavior Support (Part 2)

Classroom Environment and Positive Behavior Support extends instruction in critical elements of the classroom environment in early childhood special education including: early childhood classroom environment supports, nurturing a positive classroom culture, developing a language rich environment, lesson planning, designing a classroom environment to meet the needs of diverse learners. This course guides Interns through writing a behavior intervention plan where they learn to operationally define the behavior, collect data, implement environmental and antecedent strategies, teach replacement skills and collect ongoing data for a tracking plan. The course extends learning with 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, understanding typical behavior for students from infancy through preschool.

ECSE 603 Typical and Atypical Development

Typical and Atypical Development will give participants a strong basis of understanding of child development for children birth through 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 604 Assessment in Early Childhood Special Education (Part 1)

The Early Childhood Special Education program prepares Interns to support the healthy growth and the learning of young children with disabilities. Interns study the developmental and learning characteristics and evidence-based practices associated with young children (birth to kindergarten) with developmental delays, and all categories of disabilities. Interns 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. Interns demonstrate their abilities to conduct formal and informal assessments that advise the planning and implementation of evidence-based, developmentally appropriate, family supported interventions. Interns 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. Interns participate in documented observations in a variety of settings from birth to kindergarten. Interns 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/kindergarten settings that serve children with IEPs. During supervised reflective field experiences, Interns demonstrate skill in working with young children individually and in small and whole group settings.

ECSE 605 Assessment in Early Childhood Special Education (Part 2)

Using assessment and progress monitoring, Interns learn how to drive instruction, understanding how the Infant/Toddler Learning Foundations lead to Preschool Learning Foundations that lead to Kindergarten standards. Interns learn how to interpret assessment results to develop next steps for instruction and how to adjust instruction, design interventions and select instructional strategies. Interns learn to identify young children's strengths and challenges across developmental and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities. Interns learn to develop a broad repertoire of developmentally appropriate teacher-guided learning opportunities utilizing hands-on, experiential, child-centered, play-based activities and how to embed routines, play, and games. Interns learn how to design adaptations, and utilize assistive technologies, augmentative and alternate communication. They also learn how to identify a child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.



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ECSE 606 Current Trends in Early Childhood Special Education

The course Current Trends in Early Childhood prepares the Interns 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, Interns 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. Interns will also focus on the art of co-teaching and the various current philosophical approaches to co-teaching and collaboration. Finally, Interns will investigate the current trends in research of culture and cultural proficiency, the socioeconomics facing special needs children in an urban environment and the phenomena of suspension/expulsion of young children.

ECSE 607 Working with and the Role of Families

In this course Interns 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. Interns practice skills to sensitively elicit family's concerns, priorities, and resources in relation to their child. Interns will discuss and learn about children at risk for developmental delays, disabilities and may be Emergent Bilinguals.

ECSE 608 Emergent Literacy and Communication

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

ECSE 609 Low Incidence

This course is an introduction to Low Incidence disabilities. Interns study and discuss the occurrences of low incidences as promoted by IDEIA and ADA of 1990. Interns learn the importance of collaboration and effective practices in communication with all professionals and caregivers. In addition, Interns 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. Interns review high and low technologies including switches, visual schedules, communication cards, etc.

ECSE 610 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 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.



ECSE 611 Infant Toddler and Preschool Field Work

Early Childhood Special Education (ECSE) interns will participate in clinical fieldwork experiences in early childhood settings, with infants, toddlers, and preschool, birth to three years. These young children may have a range of abilities and needs who may have an Individual Family Service Plan (IFSP) or an Individual Educational Plan (IEP). Participants will have coaching support throughout the practicum. Participants will be supported in working with young children individually and in small or whole group settings. Interns will use informal assessments to observe the young children in cognition, communication, physical and social-emotional development. Interns will plan and deliver culturally, linguistically responsive, sustaining and developmentally appropriate activities for the focus child. Interns will reflect on lesson outcomes and their practicum experience. Interns will learn about, compare and reflect on developmentally appropriate learning environments. Upon conclusion of the practicum, interns will reflect on their professional growth as an Early Childhood Special Education teacher.

SPED 500 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 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.



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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 Interns 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:

ASDAA 801 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.

ASDAA 802 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:

ECSEAA 803 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.

ECSEAA 804 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.

ECSEAA 805 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:

ECSEAA 806 Bridge to Expanded Early Childhood Special Education (SP 1)

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

ECSEAA 807 Bridge to Expanded Early Childhood Special Education (SP 1)

Participating teachers will deepen their knowledge of the continuum of development using the Early Start Personnel Manual, the Infant/Toddler Learning and Development Foundations, the Preschool Learning Foundations, Common Core Kindergarten Standards and the Transitional Kindergarten (TK) Alignment Reference Tool (LA County Office of Education). Teachers will also learn how to design Developmentally Appropriate Practices (DAP), using DAP appropriate strategies, culturally and linguistically appropriate strategies, using relevant and appropriate materials, and effective sequencing of interventions. Teachers will learn to embed Universal Design for Learning, (UDL), such as using Assistive Technology, AAC strategies and interventions for communication. Participating teachers will extend their knowledge on low incidence, and physical/orthopedic impairments Other Health Impairments (OHI). Teachers will expand their literacy knowledge on pre-reading and literacy development, Concepts about Print, Phonological Awareness, Alphabetic Principle, Word/Print Recognition, Comprehension and analysis of age-appropriate text literacy interest and response.

**Bilingual Added Authorization Course Sequence:****BiLAA 808 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.

BiLAA 809 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.

BiLAA 810 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.

BiLAA 811 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. 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:

The Reading and Literacy Added Authorization (RLAA) empowers educators to comprehensively address student reading needs, provide high-quality reading instruction, and contribute to the development of an effective reading curriculum. Holders can deliver direct reading intervention, play a pivotal role in selecting literacy curricula, conduct diagnostic assessments, analyze assessment data, design tailored instructional materials, and support students in developing essential digital literacy skills. iCAAP's RLAA program is an accredited California Commission-Approved Professional Program.

RLAA 812 21st Century Literacy–Section 1 (SP 1)

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 and 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.

RLAA 813 21st Century Literacy–Section 2 (SP 1)

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 and 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.

RLAA 814 Reading Disabilities and Dyslexia (SP 1)

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.

RLAA 815 Planning and Assessments (SP 1):

The RLAA program provides candidates with the knowledge and skills needed to effectively plan instruction for diverse students who struggle with reading. The program emphasizes explicit, systematic, cumulative, and diagnostic methods, which enable candidates to understand and address students with learning disabilities



and dyslexia. Additionally, candidates will learn to identify different reading profiles, use screening assessments to pinpoint students at risk for reading difficulties, and make well-informed instructional decisions for diverse learners. Moreover, they will master research-based strategies for teaching foundational reading skills to diverse learners.

RLAA 816 Foundations in Reading Instruction–Section 1 (SP 1)

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.

RLAA 817 Foundations in Reading Instruction–Section 2 (SP 1)

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.

RLAA 818 Science of Reading–Section 1 (SP 1)

Participants will learn to make instructional decisions based on CCSS ELA Reading Standards and the Science of Reading. They will gain skills to explain and implement evidence-based literacy strategies in their classrooms. This course includes reviewing current research on literacy methods, addressing diverse language and literacy experiences, and engaging students and their communities. Teachers will also learn to support students with reading disabilities, including dyslexia.

RLAA 819 Science of Reading–Section 2 (SP 1)

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

RLAA 820 Promoting a Culture of Literacy–Section 1 (SP 1)

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 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.

RLAA 821 Promoting a Culture of Literacy–Section 2 (SP 1)

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 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.

RLAA 822 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.



School Nurse Services Clear Credential

NURS 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.

NURS 704 Health Assessment Healthy Child

NURS 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.

NURS 705 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).

NURS 706 Legal and Ethical Dilemmas

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.



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NURS 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.

NURS 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.

NURS 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

NURS 710 Special Considerations

NURS 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.

NURS 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



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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.