



Los Angeles Unified School District
Human Resources Division: District Intern Program
Reading and Literacy Added Authorization



Los Angeles Unified School District Reading and Literacy Added Authorization January 2019



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Course 2: Literacy Assessments and Reading Disabilities (8 sessions) (p44)

Course 3: Foundations in Reading Instruction (8 sessions) (p55)

Course 4: Balanced Literacy, Structured Literacy, and Strategy Instruction (8 sessions) (p65)

Course 5: Promoting a Culture of Literacy (8 sessions) (p80)

Course 6: Practicum (12 sessions) (p96)

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Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

- (1) Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

RESPONSE:

The Reading and Literacy Added Authorization began as a collaboration between the LAUSD Special Education Department and the District Intern Unit. It soon included the Elementary and Secondary Division of Instruction. Through collaboration and the intense need for increased support at all levels in reading and literacy and with AB1369, it became evident that the RLAA would provide the District the needed expertise in every school. As indicated by the Associate Superintendent, Beth Kaufman:

“General and special education teachers who earn the Reading and Literacy Specialist Added Authorization will help build capacity within the district. They will use their expertise to consult with staff to develop, implement, and adapt reading and literacy instructional materials and strategies to maximize resources. Teachers who complete the program will be able to modify instructional practices utilizing appropriate assessment tools to diagnose and group for instruction, use technology/digital literacy and determine which students can be properly placed in and exit from tiered literacy interventions. This practice will allow more students to have their educational needs addressed within a general education MTSS model, reducing the number of students who may be referred for special education services or placed in more restrictive settings.”



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Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

RESPONSE:

The table below indicates the participants in the development of the Reading and Literacy Added Authorization. Collaborative meetings occurred on a regular schedule. The development of the philosophical orientation, educational goals and content emphasis were based on the CTC Standards of the RLAA and were driven by the work of the staff who work in the Intensive Diagnostic Education Center (IDEC) unit in Los Angeles Unified School District whose main function is to improve the reading and literacy of low achieving students.

Reading and Literacy Added Authorization Faculty and Administrative Support

Reading and Literacy Added Authorization Faculty and Administrative Support	Faculty	Credentials & Degrees	Job Title
	Patricia Pernin, Ed.D.	Single Subject – Mathematics; Administrative Services Credential; Ed.D. in Educational Leadership	Administrative Coordinator - District Intern Program – Credentialing and Added Authorization Programs
	Tracy Eagle, Ed.D.	General Education- Multiple Subject Credential; Education Specialist Credential – Early Childhood; Administrative Services Credential; Ed.D. in Educational Leadership	Specialist, District Intern Program
	Thierry Rackley, M.S.	Single Subject English Clear Credential and Education Specialist Credential, Moderate-Severe; M.S. Special Education	Teacher Adviser-District Intern Program
	Patricia Enriquez, M.S.	<ul style="list-style-type: none"> Orton Gillingham, Classroom Educator, 2018 Reading Specialist Certificate, UCLA, 2012 Reading and Literacy Added Authorization, UCI, 2018 Wilson Dyslexia Practitioner 2014 	Education Specialist, Intensive Diagnostic Education Center (IDEC), Nevin Elementary School



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		<ul style="list-style-type: none"> • Rave-O Trainer of Trainer • National Board Certified Teacher, 2017 • Special Education Teaching Credential, Mild/Moderate: CSULA, CA 2005 • Special Education Teaching Credential, Moderate/Severe CSULA, CA 2005 • Administrative Credential, CSUN, CA 2010 • Master of Arts, Administrative Leadership and Policies, CSUN, CA 2010 • Masters of Arts, Special Education Mild to Moderate Disabilities, CSULA, CA 2007 • Master of Arts, Special Education, Autism, CSULA, CA 2017 • BA, Child Development, CSULA, CA 2005 • BA, English, CSULA, CA 2002 	
	Sofia Manzo, B.A.	<ul style="list-style-type: none"> • University of San Diego, Dyslexia Certificate, 2018 • Wilson Reading System, 2016 • National Board Certified, 2017 • Reading Specialist Certificate, USC, 2014 • Education Specialist Credential, Mild/Moderate: LAUSD • BA, Child Development, CSUN 	Education Specialist, Intensive Diagnostic Education Center (IDEC), Cohasset ES
	Wendy Marrero, M.A.	<ul style="list-style-type: none"> • Orton Gillingham, Classroom Educator- 2016 • Wilson Dyslexia Therapist • Just Words Facilitator Certification • National Board Certified, 2018 • Reading Specialist Certificate, USC • Education Specialist Instruction Credential, Mild/Moderate: CSULA, CA • Master of Arts Degree in Special Education, Mild/Moderate: CSULA, CA • BA, Graphic Design, CSULA 	Education Specialist, Intensive Diagnostic Education Center (IDEC), Horace Mann UCLA Community School



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	Nicoli Ueda, M.A.	<ul style="list-style-type: none">• Orton Gillingham, Classroom Educator, 2018• Reading Specialist Certificate, USC, 2014• Wilson Dyslexia Practitioner• Wilson Reading System, Level 1 Certification• Wilson Foundations Facilitator Certification Level 1• Just Words Presenter• National Board Certified Teacher, 2010• Master of Arts Degree, Special Education: Early Childhood• Education Specialist Instruction Credential Mild/Moderate: CSUDH, CA• Multiple Subjects, Teaching Credential, CSULB, CA• Education Specialist Instruction Credential, Early Childhood, CSUDH, CA• BA, Psychology, University of CA, Irvine, CA• BA, Social Ecology, University of CA, Irvine, CA	Education Specialist, Intensive Diagnostic Education Center (IDEC), 135 th Street Elementary School
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Preconditions for Specialist Credentials and Added Authorizations Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) Credential	
Preconditions	Response
(1) Prerequisite Teaching Credential. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses a valid teaching credential as specified in Education Code section 44203(e).	The Human Resources Specialist who is assigned to the LAUSD District Intern Program, prior to acceptance into the program will <u>screen candidates</u> for the program. Each candidate will be required to have a valid Clear Single Subject Credential, Clear Multiple Subject Credential or Clear Education Specialist credential).
(2) English Learner Authorization. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses an English Learner authorization as specified in Education Code sections 44253.1; 44253.2; 44253.3; 44253.4; 44253.5; 44253.6; 44253.10; or 44253.11.	All candidates who <u>have an existing credential</u> (Single Subject, Multiple Subject or Education Specialist credential) <u>will be screened by the Human Resources Specialist</u> , who is assigned to the Program, prior to acceptance into the program as to having the appropriate authorization for English Learners. If they do not have the appropriate EL authorization, they will need to either take the appropriate courses at an accredited IHE, accredited non-IHE program, or pass the EL exam prior to acceptance into the program.
(3) Basic Skills Requirement. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has met the Basic Skills Requirement as specified in Education Code section 44252(b), unless exempt by statute.	All RLAA candidates <u>will be vetted</u> prior to recommendation that the candidate has met the Basic Skills Requirement as specified in Education Code section 44252(b), unless exempt by statute by Human Resources.



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<p>(4) Full-Time Teaching Experience. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.</p> <p>Clarification of Program Precondition 4 Full-Time Experience is defined as teaching for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Experience earned outside of California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel or human resources by which the individual was employed. Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.</p>	<p>Prior to acceptance into the RLAA program candidates will be will be screened by Human Resources Specialist for <u>verification of three years of successful full-time teaching experience</u> with LAUSD in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit. The Human Resources Specialist who is assigned to the LAUSD District Intern Program will verify the Program Precondition 4 Full-Time Experience as defined. Part time employment will not be accepted. Experience earned outside of California will be verified according to the Precondition 4 definitions.</p>
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<p>(5) Completion of Requirements. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has completed all requirements for the Commission-approved program based on the RLAA and/or RLSS Credential Program Standards (rev. 03/2011).</p>	<p>Prior to recommending a candidate for the RLAA, the Program will ensure that the candidate has completed all requirements for the Commission-approved program based on the RLAA Program Standards (rev. 03/2011) and will require prior to applying for the added authorization a “Completion on Professional Development” signed document. All courses will be housed in a database that also allows Candidates to obtain a Transcript (sample of transcript) that includes all courses that have been completed satisfactorily.</p>
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Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program

Attached please find the Organizational chart that includes the Unit Lead over all LAUSD Credential Programs

Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practice for the proposed program.

The Instructional Faculty are selected from the District's pool of fully credentialed and highly qualified special educators and administrators. Instructional Faculty for the RLAA program are selected as per the criteria for all faculty and/or instructional personal. Some of the Reading and Literacy Instructional Faculty may also meet the qualifications and concurrently serve as Lead Mentors and as Instructional Faculty in other LAUSD Programs. A collaborative team of educators including those selected under the criteria for Instructional Faculty (IFs) and District Intern Faculty (Teacher Advisers and Specialists) during all coursework will support Reading and Literacy participating teachers. All Instructional Faculty must possess a Reading and Literacy Added Authorization or the Reading Specialist Credential.

The selection criteria for all Instructional Faculty and District Intern Faculty includes:

- clear credential in the area of instruction relevant to the program
- satisfactory evaluations from site administrators or supervisor
- five or more years of successful classroom experience
- demonstrated experience in developing and delivering professional development to colleagues at the school site, local district, and/or central office level in the focus area of the instructional course/module
- strong knowledge and experience in the implementation of District Initiatives. Applicants for District Intern Faculty are required to submit a formal application,
- an endorsement statement from the applicant's immediate supervisor
- a letter of intent, a resume, a history of their professional development presentations,
- passing scores on an interview process.

(Application is online) <https://www.surveymonkey.com/r/ifl718>

The Reading and Literacy Added Authorization (RLAA) program will regularly assesses the effectiveness of professional development activities and the performance of all individuals who provide professional development to Bilingual Spanish Authorization teachers. A program administrator at least once annually will observe RLAA IFs and will take descriptive anecdotal notes that will be shared with the RLAA IF. Subsequent to the professional development activity, the administrator will meet with the Instructional Faculty to review the ratings and discuss the areas of strength and areas for needed improvement. The Instructional Faculty will be provided a reasonable period of time to implement the evaluators' recommendations.

Each Participating Teacher will complete a survey after the completion of a course. District Intern Staff will analyze the data and share the comments with the Instructional Faculty assigned to the course. Sample: <https://www.surveymonkey.com/r/sample-eval>



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Common Standard 2: Candidate Recruitment and Support

<p>Provide the requirements for admission for the proposed program.</p>	<p>Each Candidate accepted into the Reading and Literacy Added Authorization Program must:</p> <ul style="list-style-type: none"> • Possess a Clear General Education – Multiple Subject or Single Subject Credential or a Clear Education Specialist Credential. • Three years of satisfactory teaching experience as defined by Precondition 4 for the RLAA • Administrator letter of endorsement which includes acknowledgement of appropriate access to settings necessary for implementation of the RLAA program clinical field experience requirements • Commitment to complete all required coursework and field experience
<p>Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines)?</p>	<p>The RLAA Candidates will receive timely and accurate information through informational meetings, online information at the website and emails. Information will include calendars, necessary materials and cost of books and ancillary materials, pertaining to the program requirements. A <i>Frequently Asked Questions</i> section on the website will also provide appropriate information http://achieve.lausd.net/Page/6277 specific to the Reading and Literacy Added Authorization Program.</p> <p>In the RLAA program, Candidates will receive additional assistance focused on meeting program requirements and will be guided and supported throughout the program through intervention sessions and one-on-one advisement conducted by full time program District Intern Faculty and as well as the IFLMs who possess the Reading and Literacy Added Authorization. In addition, all RLAA coursework will be housed on the District Intern Platform which allows each Candidate access to the courses they have completed or in which they are presently enrolled, in addition to any materials the RLAA program has issued.</p> <p>RLAA Candidates will be encouraged to regularly visit the website a minimum of once a week for program news.</p> <p>Information about the Reading and Literacy Added Authorization as well as the admission requirements for the RLAA program will be posted on the District Intern Website. In addition, information will also be posted in the United Teachers of Los Angeles (UTLA) newspaper. Information about the District Intern program for all potential candidates are held throughout the year and will include this program as well.</p>



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<p>How will candidates requiring assistance be identified and receive guidance and support?</p>	<p>Additional Support will be from the RLAA Faculty or the RLAA IF Lead Mentor. During information meetings, which occur throughout the year, Candidates will be provided specific information about the program and the requirements for admission to the program. In addition, a specific Human Resources Specialist is assigned to the District Intern Program to provide assistance and guidance for all potential Candidates within LAUSD.</p> <p>During all informational meetings for all District Intern programs, including the added authorizations, an overview of the courses and support provided each Candidate is discussed and the Human Resources Specialist provides detailed information about the application process. If needed, the Human Resources Specialist also provides one-on-one assistance and guidance with the application process.</p> <p>District Intern Staff and Instructional Faculty monitor the progress of all Candidates and will provide additional assistance when needed based on feedback from the Candidate. All Candidates in the added authorization programs have the opportunity to obtain additional assistance and support through scheduled virtual office hours, email and/or phone conferencing.</p> <p>In addition, websites that may have additional information specific to the Candidates' need will be made available to Candidates in the RLAA program. Instructional Faculty and the DI Faculty will be available prior to each course session and during breaks to provide additional support. Individual meetings with the RLAA DI Faculty and Instructional Faculty, and RLAA Lead Mentors may be arranged during vacation breaks as well as before and after the instructional day.</p>
	<p>The use of video recording will be instrumental in supporting Candidates in the added authorization program by providing numerous opportunities for all Candidates to reflect on their practice as well as an opportunity for Instruction Faculty Lead Mentors (IFLM) to provide specific feedback to the Candidate.</p> <p>Video recording will be assessed based on rubrics that are linked to the RLAA standards. The feedback will provide data that will indicate the progress of the Candidate in the classroom and any additional support that may be required. IFLM will be able to provide time-stamped feedback on the video recordings and Candidates will have an opportunity to reflect on their practice. Discussion groups under the direction of the IFLM will provide opportunities for candidates to discuss any challenges in the classroom and to receive guidance and support.</p> <p>Candidates are also given a Lifeline Link where they can ask for additional support whenever they need it at surveymonkey.com/r/lifelinelink SUPPORT DIAGRAM</p>



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Common Standard 3: Fieldwork and Clinical Practice

<p>How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program?</p>	<p>The fieldwork will be evaluated using video recording of Candidates (p103). Candidates will receive feedback of their video recording from both the Instructional Faculty and the IFLM. Rubrics for Video Recording (p107) will assess the Candidate's mastery of theory to practice in the classroom setting. Candidates will write a journal reflection (p 103) of their video experiences. At the conclusion of the 1.5-year program, Candidates will complete an End of Program Survey.</p> <p>Only those teachers who have access to a setting where they may implement the requirements of the RLAA program will be admitted to the Authorization. The field experience would thereby be based on the experience the teachers have in their own classroom. Since the need is so great for teachers with the RLAA, priority for the added authorization would only be for those with the specific teaching assignment where the need to raise the level of reading and literacy proficiency within the school.</p> <p>The fieldwork will be evaluated using monthly video recordings (p 103) of Candidates using the RLAA strategies. Candidates will receive feedback through coaching conversations based on their video recordings by their IFLM. Rubrics for Video Recording will assess the Candidates mastery (p107) of theory to practice in the program. Candidates will write a journal reflection of their video experiences. At the conclusion of each course of the RLAA, Candidates will complete a Survey that will be used to assess the coursework and the effectiveness of the Instructional Faculty. Participating Teachers will evaluate their IFLM twice a year. Instructional Faculty will assess all work in courses including progress in the classroom implementation as indicated by the Candidate's video recordings and feedback, which will be housed on the District Intern Program Platform (LiveText).</p>
<p>How will the institution ensure that candidates are provided opportunities to experience issues of diversity?</p>	<p>The LAUSD RLAA program sites for the field and clinical experience will be in schools that are inherently diverse. LAUSD is a culturally diverse district (Fast Facts) that encompasses more than 96 different languages and cultures. Inherent in all of the curriculum is the attention to diversity within the classroom and ensuring that the needs of all children are met (p 99). Candidates are required to select a diverse group of students to participate in the reading intervention field study, with the support of their administration.</p>
<p>How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner?</p>	<p>Cadre Meetings, Jim Knight's work, Video recording of IFLM mentoring sessions to provide feedback to the IFLM. Course session observations to evaluate effectiveness of the IF, Meeting with staff to review evaluations from the Candidates as well as the program lead.</p> <p>Training of supervisors occurs on a regularly basis and includes professional development in the areas of coaching, calibration sessions for the observation rubrics for the video recordings, and analyzing data generated by the video recordings.</p> <p>Supervisors are oriented to the supervisory position through professional development which address: the roles that they play as a supervisor which includes educator, sponsor, coach, counsel and director (University of Virginia). In</p>



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	each of the areas, Supervisors of the District Intern program are evaluated per the guidelines of the bargaining unit with respect to the job descriptions.
STANDARD 4 : Continuous Improvement How will the proposed program be incorporated into the education unit's continuous improvement process that identifies program and unit effectiveness?	<p>The Unit review Process (Unit Evaluation Plan for All Credentialing and Added Authorization Programs) includes analyzing all data from all programs and determine how the data is connected and relevant to the LAUSD system. As the RLAA is connected to LAUSD's Preliminary Program and the Reading and Literacy components, the RLAA will afford the Program the added opportunity to reevaluate the coursework for the Preliminary Programs and thereby engage in a continuous cycle of improvement.</p> <p>Throughout each course, candidates are required to learn the requisite knowledge, skills, and abilities related to the Reading Certificate program and demonstrate their acquisition by researching (p47), reading, responding (p47), summarizing, discussing, creating (lessons, plans, and projects (p39)), developing 21st century literacy learning (p29), administering assessments, and analyzing and interpreting data to align with effective research-based instruction (p99). They will also build literacy plans to build a shared culture of literacy and promote a culture of literacy(p90,91) in their classroom, schools, districts, and community as evidenced by their plans and next steps throughout the courses.</p> <p>Moreover, Candidates will demonstrate the Commission adopted competency requirements as specified in the program standards in the practicum course (P95) which is 12 weeks long and will require that each candidate demonstrate the below mentioned in order to be recommended to the CTC for the RLAA, which will be evaluated according to the practicum rubric (see Practicum syllabus for rubric (p105)).</p> <p>The practicum is designed to assist Candidates in understanding how the Final Dossier will be evaluated. The Final Dossier(p103) should showcase professional practice and demonstrate(p103) the requisite knowledge, skills, and abilities related to the Reading Certificate program. Both content and format are assessed, with an emphasis on implications for future practice and quality of delivery for professional peers. The following descriptors are directly related to the CTC and university program standards and requirements. Candidates will be able to recognize the characteristics(p48) of students with reading disabilities, understand the nature of dyslexia and other diverse reading needs. Candidates will be able to interpret various classroom assessments, including formative, summative, and on-going measures to align with effective research-based instruction. After surveying and analyzing(p87) the above-mentioned criteria, candidates will develop a literacy plan to promote a culture of(p87) literacy in the classroom. Based on candidates' in-depth analysis, candidates will develop a literacy plan(p88) to promote a culture of literacy at the classroom, school, district, or community levels. In their literacy plan, RLAA candidates will participate in developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy. The literacy plan will build a school culture that promotes and supports literacy across all domains of language (reading, writing listening, and speaking), in a variety of contexts, and with a variety of texts (expository, informational, and narrative). Candidates will demonstrate how their literacy plan builds upon a collective efficacy of the school around literacy, implements a system of data-driven instruction(p47) which is used to guide instruction and differentiation, and implements research-based instructional curriculum, strategies, and models in classrooms. Candidates will create diagnostic instructional lesson plans(p51) and apply interventions with a student while undertaking pre</p>



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<p>How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates?</p>	<p>Candidates will monitor and evaluate student progress (49, 103). RLAA candidates will create a final, comprehensive instructional profile (p95) that objectively describes the student's needs based on an analysis of assessments, and applies the results for diagnostic instruction. The diagnostic lesson plans (p44) will include a lesson summary, a data table of the findings, the results which show growth, and change, as well as instructional plans for the next steps. RLAA candidates will self-reflect on lesson plans, selection of strategy, lesson delivery, and include performance areas of improvement for the RLAA candidate. RLAA candidates will be under the on-going guidance (p100), assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3. RLAA candidates will submit a comprehensive professional dossier (p103) (portfolio) which will include a reading strategy paper, writing methods paper, a literacy profile, a final instructional profile, a diagnostic teaching video, leadership plan, and a reflection. RLAA candidates will be observed and evaluated (p99) on submitted assignments and will meet with instructors to debrief, receive on-going guidance, feedback and assistance to ensure that component requirement is met.</p> <p>The full time staff of the Program will oversee the effectiveness of the assessments through random reevaluation of the assessments used. Opportunities for Instructional Faculty to calibrate their grading of assessments under the direction of the Staff will occur after submission of all course assessments and the Final Dossier. In addition, the District Intern Staff for the all programs will observe (p100) Candidates/Interns in the field, discuss observations with the Candidates/Interns and determine areas where growth may need to take place. The Field supervisor will have an RLAA or Reading Specialist Credential and will have had at least 5 years of experience in that area. All assessments will be graded using a rubric (p64).</p> <p>In addition the Program will utilize a video recording portfolio that will provide evidence of growth through specific assignments that are tied to a standards based rubric.(p64) Timed-stamped Lead Mentor responses to the videos will be captured and analyzed as well as coaching comments provided to each Candidate via the interactive platform. Data will be disaggregated and categorized to determine the growth of the Candidates over time. Additional support will be provided to Candidates who are not progressing according to the California State Standards for the Reading and Literacy Added Authorization.</p> <p>All video recordings(p103) will be tied to the Program standards which will allow for analysis of coursework on teacher classroom practice and student understanding. This analysis will provide data for the refining of coursework and mentoring practices and will be used in conjunction with Candidate feedback surveys.</p>
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Common Standard 5: Program Impact

What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards?

Throughout each course, candidates are required to learn the requisite knowledge, skills, and abilities related to the Reading Certificate program and demonstrate their acquisition by researching (p47), reading, responding (p47), summarizing, discussing, creating (lessons, plans, and projects (p39)), developing 21st century literacy learning (p27), administering assessments, and analyzing and interpreting data to align with effective research-based instruction (p97). They will also build literacy plans to build a shared culture of literacy and promote a culture of literacy (p90,91) in their classroom, schools, districts, and community as evidenced by their plans and next steps throughout the courses.

Moreover, Candidates will demonstrate the Commission adopted competency requirements as specified in the program standards in the practicum course (P95) which is 12 weeks long and will require that each candidate demonstrate the below mentioned in order to be recommended to the CTC for the RLAA, which will be evaluated according to the practicum rubric (see Practicum syllabus for rubric (p105)).

The practicum is designed to assist Candidates in understanding how the Final Dossier will be evaluated. The Final Dossier(p103) should showcase professional practice and demonstrate(p103) the requisite knowledge, skills, and abilities related to the Reading Certificate program. Both content and format are assessed, with an emphasis on implications for future practice and quality of delivery for professional peers. The following descriptors are directly related to the CTC and university program standards and requirements. Candidates will be able to recognize the characteristics(p48) of students with reading disabilities, understand the nature of dyslexia and other diverse reading needs. Candidates will be able to interpret various classroom assessments, including formative, summative, and on-going measures to align with effective research-based instruction. After surveying and analyzing(p87) the above-mentioned criteria, candidates will develop a literacy plan to promote a culture of (p87) literacy in the classroom. Based on candidates' in-depth analysis, candidates will develop a literacy plan (p88) to promote a culture of literacy at the classroom, school, district, or community levels. In their literacy plan, RLAA candidates will participate in developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy. The literacy plan will build a school culture that promotes and supports literacy across all domains of language (reading, writing listening, and speaking), in a variety of contexts, and with a variety of texts (expository, informational, and narrative). Candidates will demonstrate how their literacy plan builds upon a collective efficacy of the school around literacy, implements a system of data-driven instruction (p47) which is used to guide instruction and differentiation, and implements research-based instructional curriculum, strategies, and models in classrooms. Candidates will create diagnostic instructional lesson plans (p51) and apply interventions with a student while undertaking pre and post, as well as formative assessment activities. RLAA candidates will summarize findings (p51) and recommendations based on the success of the intervention implemented and the results of the assessment.



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Category A. Program Design

Standard 1: Program Design, Rationale and Coordination

<p>1.1 The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.</p>	<p>The Reading and literacy added authorization program is designed to help credentialed teachers meet local, state, and federal requirements that ensure that all students have fair access to high-quality education with a foundation in reading that will address the challenges of developing reading at the low level and literacy grade-level proficiency in LAUSD. The RLAA program is designed to help credentialed teachers develop an in-depth knowledge about how to define, promote, and assess an effective culture of literacy (p79) and 21st century literacy skills(p29) at the classroom, school, district, and community levels. All “students” refers to, but is not limited to struggling students, English learners, gifted and talented students and students with special needs.</p>
<p>1.2 It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.</p>	<p>Successful candidates will be able to implement their pedagogical expertise in literacy to maximize literacy development for all students as well as to develop targeted programs within the school based on school data. Candidates will be able to use research-based curriculum, reading candidates will learn the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies(p29) for 21st Century skills. Candidates will be able to recognize characteristics(p44) of students with reading disabilities, understand the nature of dyslexia and other diverse reading needs. Participants will learn to interpret various classroom assessments(p44), including formative, summative, and on-going measures to align with effective research-based instruction.</p>
<p>1.3 The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California’s diverse learners.</p>	<p>Course schedule is as follows: Course 1: 21st Century Literacy (8 sessions) (p29) Course 2: Literacy Assessments and Reading Disabilities (8 sessions) (p44) Course 3: Foundations in Reading Instruction (8 sessions) (p55) Course 4: Balanced Literacy, Structured Literacy, and Strategy Instruction, (8 sessions) (p65) Course 5: Promoting a Culture of Literacy (8 sessions) (p80) Course 6: Practicum (12 sessions) (p96)</p>



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	<p>Candidate proficiency will be measured based on a 4-point rubric (p92) in all courses. Candidate competency will be demonstrated by a variety of activities. RLAA candidates will evaluate the culture of literacy at a classroom (p91), grade or school level by identifying, observing and describing how students and adults engage and collaborate in reading, writing, and higher-level discourse. RLAA candidates will also evaluate the teacher participation in professional development contexts that allow teachers to learn from each other and how it may enhance teacher self-efficacy (p90). After surveying and analyzing the above mentioned criteria, candidates will develop a literacy plan to promote a culture of literacy in the classroom, school, district or community.</p> <p>Candidates will create Multimedia Presentation (p 39) on 21st Century Literacy to address what it means to be 21st Century literate, what are the prerequisites, and what are the implications for teacher education and instructional design.</p> <p>Candidates will identify five 21st Century literacy strategies (p39) that are appropriate to the students they work with, explain how the strategies are appropriate, and describe how the practices have been (or will be) implemented in their classroom.</p> <p>Candidates are expected to aggregate multifaceted evidence (p103) of the skills and competencies acquired during the reading program by clearly demonstrating the knowledge thereof in their work with their practicum students. Candidates will complete their practicum experience (p99) with the guidance, collaboration, consultation, and support of a field-based mentor. The Practicum includes: assessing students to determine the baseline, to design and development the appropriate intervention, to execute the intervention in a systematic and cumulative manner, to assess throughout the intervention to determine student progress to adjust the intervention as needed, and to reflect on the data at the end of the process to ascertain next steps. Throughout the process the IFLM (Instructional Faculty Lead Mentor) supports the Candidate. The Practicum is based on a 4-point rubric. Any grade lower than a three on the Rubric requires the Candidate to resubmit to ensure high quality standards are met.</p>
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1.4 The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.	Candidates for the program will be required to have a valid clear single subject credential, multiple subject credential or clear education specialist credential and possess an English Learner authorization. Prior to acceptance into the RLAA program candidates will be screened by Human Resources Specialist for verification of three years of successful full-time teaching experience with LAUSD in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit. Candidates must have access to a classroom. Candidates must have access to a K-12 learning environment and students for a minimum of 3-5 hours a week throughout the program. To be recommended to the commission, candidates must complete the Reading Practicum identifying and working with individuals and/or small groups of students at both early (PreK-3) and intermediate (4 th grade and up) levels of literacy acquisition. Advising; Throughout the program, LAUSD will provide candidates with a field-based mentor for guidance, collaboration, advisement, observation, and instructional support in literacy proficiency. During the practicum the candidate will be observed by his or her field based mentor twice during the practicum via face to face or digital media. Program evaluation and improvement (through surveys, faculty meetings, school of ed evaluation; At the conclusion of each course candidates will be required to complete a survey evaluating the course for program evaluation and improvement. Describe coordination and communication with public schools for field experiences: mentors, supervisors, clinical experiences, how candidates choose who they will work with, etc. Candidates will coordinate and communicate with public schools for field experiences by selecting a field-based mentor for guidance, collaboration, advisement, observation, and instructional support in literacy proficiency to acquire clinical experiences with the support of a field based mentor to help with ideas and data/assessment analysis as needed.
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Category B. Curriculum and Fieldwork

Standard	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
Standard 2: Promoting a Culture of Literacy	
2.1 The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted	The program provides opportunities for RLAA candidates to read and discuss current research(p85) on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs(p87) of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development. Based on reading and discussing research-based reading, candidates will develop a literacy plan(p93) to promote a culture of literacy at the classroom, school, district, or community levels.(Candidates can work individually, or



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curriculum including the use of peer coaching and professional development.	in groups of 3 or less to collaborate and develop the literacy plan.)
The program provides opportunities for candidates to review current research on the role of a culture of literacy for:	
2.2 acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;	RLAA candidates read and discuss articles(p85), and research-based literature that acknowledges the role that language and literacy experiences play in the individual child, classroom, school, district, and community, and which honors and capitalizes on the student's diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills. RLAA candidates will write journal (p91) reflections that focus on the culture of literacy in their school.(RLAA candidates will respond to two other reflections.)
2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;	In their literacy plan, RLAA candidates will participate in developing a strong, coherent, and shared vision(p90) of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy. The literacy plan(p8) will build a school culture that promotes and supports literacy across all domains of language(p89) (reading, writing listening and speaking), in a variety of contexts, and with a variety of texts(p61) (expository, informational, and narrative). The literacy plan will incorporate literacy activities in all content areas, encouraging collaboration between math, science and language arts teachers. Candidates will review research and work with parents, administrators or other faculty to collaborate and develop a plan based on a shared vision (p86) of literacy to support high academic expectations for student achievement in reading and literacy. Candidates will identify and articulate research-based strategies to support high academic expectations (p85) for students by strengthening the school-family-community connection The literacy plan builds upon a collective efficacy of the classroom, school, and community around literacy. The literacy plan will develop a literacy leadership team. This team will analyze student assessment data to identify the students' needs and strengths. The team will also identify objectives for the classroom, school and community, ensure that all teachers, across all subjects, have literacy strategies with high quality professional development which may utilize teachers, district personnel, and/or outside specialists. The leadership team, in collaboration with the teachers, will formulate a practical plan for implementation and monitoring. This plan will also include monitoring for implementation with fidelity, including rigor, on-going teacher support from observations and provide guidance and instruction as determined, as well as allowing opportunities for teacher reflection. It will also include a system of data-driven instruction which is used to guide instruction and differentiation, and implements research-based instructional curriculum, strategies, and models in classrooms.
2.4 and fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	RLAA candidates will learn how to actively engage students in the learning process to promote attention, focus, motivation, critical thinking, and meaningful learning experiences. Candidates will survey students' interests, strengths and weaknesses to foster (p87) students' independence, engagement, motivation, and positive attitude towards reading and create opportunities for reading for pleasure and design lesson plans for differentiated reading instruction to meet the needs of all learners.



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	<p>RLAA candidates will also learn how to use student-centered learning and active learning strategies to increase student motivation and independence for meeting lesson objectives. RLAA candidates will read, view and discuss(p87) articles, view digital video lectures, and/or explore evidence-based practices that foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information. RLAA candidates will consider ways in which the language and literacy experiences of all students can contribute to a culture of literacy (p88) which honors students' abilities, skills, and diverse backgrounds. Candidates will connect learning to students' prior knowledge, backgrounds, life experiences, technology, and interests. RLAA candidates will identify and apply culturally responsive teaching strategies, allowing for equitable access to learning, meeting the needs of diverse learners. RLAA candidates will support students to be able to identify their own learning style and identify tools that support a growth-mindset and promote life-long learning.</p>
<p>2.5 The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.</p>	<p>RLAA candidates will read assigned articles and participate in threaded and in-class discussion activities on current research about factors that support/develop a culture of literacy at the classroom, school, district, and community levels. Candidates will read and share their connections to current research (p88) read in class about: motivation to learn, how teachers' expectations affect student learning, frames of mind, how to effectively observe best practices in the classroom, helping students move successfully from reading literature to reading content areas, how to advance adolescent literacy for college and career success, and "The Literacy Coach's Survival Guide" as well as other research articles (p86). They will apply required readings to complete assignments on factors that support a culture of literacy in the classroom, school, district, and community to support their lesson planning, their culture of literacy plan for a school they will survey, and are required to include current research (p88) - based evidence to support their action steps in their assignments.</p> <p>RLAA candidates will develop an in-depth understanding (p87) on how to define, promote, and assess an effective culture of literacy through professional collaboration, and promote a growth-mindset in their students. RLAA candidates will consider ways in which they can contribute to a culture of literacy and professional development to build capacity.</p>
Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention	
<p>3.1 The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the <u>California Preschool Learning Foundations and Frameworks (Volume 1)</u> and the <u>California Reading/Language Arts Framework</u>.</p>	<p>RLAA candidates will review and analyze current, confirmed, reliable and replicable quantitative and qualitative research(p35) pertaining to language and literacy instruction and how that research is reflected in the contents of the <u>California Preschool Learning Foundations and Frameworks (Volume 1)</u> and the <u>California Reading/Language Arts Framework</u> in order to identify, and implement evidence-based instructional programs, assessments, and appropriate interventions. RLAA candidates will read and write(p68) about the Foundations of Language and Literacy and the Foundations of English Language Development as it relates to literacy development and achievement.</p>



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3.2 The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:	
3.2a oral language development,	RLAA candidates will develop an in-depth knowledge (p54) and understanding of oral language development (p59), beginning from early childhood which includes fostering receptive and expressive language, communication skills and how such skills set the foundation for reading, writing, listening and speaking. RLAA candidates will develop in-depth knowledge of the different stages and pillars of literacy development, including, emergent literacy, word analysis, the development of fluent reading, vocabulary development, listening and reading comprehension and written language development. RLAA candidates will review, reflect, and then integrate (p59) current research with practical application. In addition, candidates will learn and read about how young children develop oral language (p59) and will use formative, on-going and summative measures to assess oral language components to include phonological, semantic, and syntactic (p59) Candidates will plan research-based intervention instruction for students who are struggling in oral language development as determined by data analysis and assessment results. Candidates will be able to assess, instruct(p50) and provide appropriate interventions. RLAA candidates will learn to interpret the results(p47) of various assessments and align(p47) assessment results with instructional programs and discuss effective assessment and research-based intervention programs.
3.2b word analysis,	
3.2c fluency,	
3.2d vocabulary development,	
3.2e listening and reading comprehension,	
3.2f written language development,	
3.2g and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	RLAA candidates will develop the skills needed to modify curriculum(p48) to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. Candidates will learn skills necessary to be able to use assessment data from screenings, diagnostic surveys, progress monitoring, and descriptive data to modify curriculum (p45) and make instructional decisions regarding entry point, pace, intensity, student grouping, and methods for literacy instruction for diverse groups of students. RLAA candidates will learn how to accommodate students' learning styles and varying levels of readiness through differentiated instruction. RLAA candidates will learn how to design lessons based on students' learning styles, how to group students by shared interest, topic, or ability, how to assess student learning using formative assessments, and how to continually assess to adjust lesson content in order to meet students' needs. RLAA candidates will learn methods to motivate(p45, p86) reluctant readers, and scaffolding strategies to support diverse learners through evidence-based intervention programs and/or strategies.
3.3 The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' Frameworks, the expected stages and patterns in students'	RLAA candidates will learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays(p48) or differences in students' literacy development relative to grade level standards, and when such



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development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	delays/differences warrant further assessment, differentiated instruction and intervention(p47). RLAA will learn to interpret and use grade-level or school-wide data to plan, implement and revise instructional programs. RLAA candidates will learn to interpret the results(p47) of various classroom assessments, including formative, on-going, summative assessments. Students will research and discuss(p50) alignment of assessments with instructional programs, and discuss effective assessment-based intervention programs.
3.4 The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program,	RLAA candidates will learn instructional sequences(p60) and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships(p61) among the components of a research-based literacy program. RLAA candidates will be able to participate in a school's RtI2 process and understand that RtI2 is a multistep process of prevention and intervention, using universal screening and ongoing assessments to determine, if a student not meeting benchmarks. RLAA candidates will use the data to align interventions that target students' needs, selecting research-based programs and strategies. RLAA candidates will be able to closely monitor a student's progress and make informed decisions about further instruction or interventions. RLAA candidates will design and implement (p51) a diagnostic instructional profile from observing an area of need and use the RtI2 data as part of the eligibility process to provide appropriate evidence-based interventions(p103) and/or strategies to a reader engaged in a variety of literacy activities.
3.5 as well as methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.... (<i>California Model School Library Standards for Students</i>)	RLAA candidates will design lessons (p39) to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources (p39) enabling them to function in a knowledge-based economy and technologically-oriented society.... (<i>California Model School Library Standards for Students</i>)
3.6 The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	RLAA candidates will have opportunities to learn the types and uses of assessments (p45) across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. Candidates will understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed (p47) and interpret basic statistics commonly utilized in formal and informal assessment. The RLAA candidates will be able to use assessment data to recommend and provide high-quality, research-based instruction and interventions at varying levels of intensity for students who struggle with reading



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	<p>and writing. RLAA candidates will be able to align instruction to target specific literacy needs, and adjust the intervention, and/or instruction as students' needs change, based on the data.</p> <ul style="list-style-type: none">• RLAA candidates will conduct at least two miscue analysis (p50) on a struggling reader, and will develop a retrospective miscue analysis (RMA) diagnosis and hypothesis based on the data.• RLAA candidates will conduct a Phonics Survey(p47)• RLAA candidates will conduct a writing assessment(p49)• RLAA candidates will maintain and present progress monitoring data using visual displays(p44)
<p>3.7 The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.</p>	<p>RLAA candidates will be given opportunities to learn the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition(p56) and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem, by reading, and discussing research, and analyzing a case study(p61).</p> <p>RLAA candidates will then analyze a case study and through reflective journaling(p61), candidates will identify the differences(p61) between language acquisition problems and reading problems. RLAA candidates will identify evidence-based strategies and tools for assessing each problem.</p>
<p>3.8 The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.</p>	<p>RLAA candidates will learn methods(p90) to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development. As reading intervention specialists, RLAA candidates will offer expertise at many levels of the Multi-Tiered System of Support (MTSS) implementation. Candidates will collaborate with the leadership team, parents, teachers, and the community to survey literacy needs, aggregated school-wide literacy results and class composite assessment results (e.g. DIBELS scores, Reading Inventory scores) to design a pathway/plan(p87) to include the initial screening, progress monitoring method, intervention and instructional decisions. As reading specialists, RLAA candidates, will play an integral role in the implementation of classroom or school-wide RtI2 for literacy intervention, evaluation and direct as well as indirect service delivery.</p> <p>RLAA candidates will discuss the importance(p86) of literacy for students, instructional environments, and the community. RLAA candidates will consider their school, district, or instructional setting to develop a plan for promoting literacy(p87) for teachers, parents, students, or the community. RLAA candidates will promote literacy through professional developments, school surveys and collaborating with school leadership.</p>
Standard 4: Integrating Curriculum through Fieldwork	
<p>4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research</p>	<p>RLAA candidates will evaluate research (p61) for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation (p103) in the field. RLAA candidates will develop a diagnostic instructional profile(p103) from observing an area of</p>



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and practice, and to apply appropriate assessment, instruction, and differentiation in the field.	need and providing interventions to a reader engaged in a variety of literacy activities, using appropriate intervention strategies. RLAA candidates will create diagnostic instructional lesson plans(p103) and apply interventions with a student while undertaking pre and post(p104), as well as formative assessment activities. RLAA candidates will summarize findings(p103) and recommendations based on the success of the intervention implemented.
4.2 Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4 th grade and up) levels of literacy acquisition.	RLAA Candidates will work with(p103) individuals and/or small groups of students at both early (PreK-3) and intermediate (4 th grade and up) levels of literacy acquisition to deliver a comprehensive reading intervention based on assessment and will be observed(p104) by the program instructor at least two times during the course.
4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.	RLAA Candidates will demonstrate the knowledge, understanding, and application of all elements (p105) of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results (p104) of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate (p103) student progress. RLAA candidates will a student create a final, comprehensive instructional profile that objectively describes the student's needs based on an analysis of assessments, and apply the results for diagnostic instruction to include a retrospective miscue analysis (RMA) write-up, and three diagnostic lessons. The diagnostic lesson plan will include a lesson summary, a data table of the findings, the results which show growth, and change, as well as instructional plans for the next steps. RLAA candidates will self reflect (p103) on lesson plans, selection of strategy, lesson delivery, and include performance areas of improvement for the RLAA candidate.
4.4 The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.	RLAA candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4 th grade and up) where the instructional approaches and methods are consistent with a balanced, comprehensive program (p89) of reading and literacy instruction.
4.5 Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.	RLAA candidates will be under the on-going guidance(p104), assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3. RLAA candidates will submit a comprehensive professional dossier (portfolio)(p103) which will include a reading strategy paper, literature review, a writing methods paper, a literacy profile, a final instructional profile, a diagnostic teaching video, leadership plan, and a reflection. RLAA candidates will be observed (p104) and evaluated (p105) on submitted assignments, and will meet with instructors to debrief, receive on-going guidance, feedback and assistance to ensure that component requirements are met.



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Category C. Assessment of Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

Standard

Narrative Describing How the Institution Meets the Standard

A. Reading and Literacy Research and Assessment

The program uses multiple measures through which each candidate demonstrates competence in the following areas: (Please note that descriptions of 3-4 key assessments for each level should be provided along with blank copies of the assessment, rubrics, etc.)

5.A1 Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

RLAA candidates will **evaluate the culture of literacy (p86)** at a classroom, grade or school level by identifying, observing and describing how students and adults engage and collaborate in reading, writing, and higher-level discourse. RLAA candidates will evaluate the teacher participation in professional development contexts that allow **teachers to learn from each other (p85)** and how it may enhance teacher self-efficacy. RLAA candidates will note if teachers are purposefully cultivating a growth-mindset in their students. RLAA candidates **will describe the leadership (p90)** which includes the administration and how support staff, such as intervention teachers, teaching assistants, parent volunteers, librarians, and instructional coaches contribute to building capacity for a school-wide culture of literacy learning, as well as utilizing practices that promote a positive, productive school climate, and that is culturally sensitive. RLAA candidates will also **evaluate the school leadership's(p90)** ability to coordinate the curriculum, instruction, assessment, accountability, and professional development to promote student literacy and achievement. RLAA candidates will use that information and current research, including theories on reading and literacy development, as well as **first and second language development (p87,p60)**, to develop a plan of action to strengthen the culture so that it better supports literacy learning. RLAA candidates **will read and discuss(p85)** the research on cultivating a culture for literacy learning and create a literacy plan, supported by the research that includes their evaluation of the selected school's culture for literacy, and strengthens the culture so that it better supports literacy learning.

5.A2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

RLAA candidates will **interpret results (p45)** of disaggregated school-wide assessment data, using district assessment data for the elementary level, and at the secondary level. **Candidates will collaborate with the leadership team, parents, teachers, and the community to survey and interpret literacy needs based on aggregated school-wide literacy results, and class composite assessment results such as DIBELS scores at the elementary school level and school-wide and classroom Reading Inventory scores at the secondary level to design a pathway/plan (p87) to propose changes in instructional practices to include the initial screening process, progress monitoring methods, and intervention and instructional decisions. In addition, as reading specialists, RLAA candidates, will play an integral role in the implementation of classroom or school-wide RtI2 for**



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	<p>literacy intervention, evaluation and direct as well as indirect service delivery.</p> <p>RLAA candidates will propose changes in instructional practices through grade and school level discussion, and recommend professional development (p85) topics to address students' academic needs as revealed by assessment data analysis.</p>
<p>5.A3 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.</p>	<p>RLAA candidates learn how to use various assessments (p45), including, but not limited to a Phonics Survey, Informal Reading Inventories (IRA), a Spelling Assessment, and how to conduct a Retrospective Miscue Analysis (RMA). RLAA candidates will learn how to administer and analyze (p47) assessment results to plan instruction that targets student needs.</p> <p>RLAA candidates will be able to communicate student assessment data (p51) to students, teachers and administrators in ways that are meaningful, including, but not limited to individual student conferences, graphic representation of assessment data (p51) (charts or bar graphs), and may include student individual goals, or grade-level norms, and or expectations.</p>
<p>5.A4 Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.</p>	<p>RLAA candidates will use assessment results to guide instruction (p103) and to determine the timing and appropriate placement in and exit from reading intervention programs.</p> <p>RLAA candidates will evaluate student assessment data (p103) to determine the level of intervention needed (Tier 2 or Tier 3). RLAA candidates will match appropriate, evidence-based reading programs and strategies, as well as recommend the frequency and duration of the intervention.</p> <p>RLAA candidates will monitor student progress(p103) and use ongoing assessments to target student needs, and use such data to guide decisions regarding reentry into grade level standards-based programs.</p>
<p>B. Instruction and Intervention</p>	
<p>The program uses multiple measures through which each candidate demonstrates competence in the following areas:</p>	
<p>5.B1 Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.</p>	<p>RLAA candidates plan and teach lessons(p99) to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences. The lessons will demonstrate an understanding of and sensitivity to such differences.</p>



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5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.	RLAA candidates will plan, implement, and monitor(p103) formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible. RLAA candidates will read and discuss(p47) research on effective reading intervention programs and strategies to enable them to select appropriate, evidence-based programs and strategies that meet the full range of learners develop proficiency as quickly as and effectively as possible.
5.B3 Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.	RLAA Candidates will develop or select an appropriate(p47) pre-assessment instrument(s) and/or evaluation tool(s)(p103) to establish baseline achievement data and reading challenges/issues for pupils in the group. Candidates will assess struggling readers(p96) at both early and intermediate levels; teach small groups(p103) of struggling readers at two or more reading levels including the nonreader level and one or more higher levels. RLAA candidates will develop and implement appropriate reading interventions based on pre-assessments.
5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21 st Century skills necessary for success in today's global economy.	RLAA candidates will focus on how to characterize 21st Century Literacy Skills. Candidates 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(p35) and ideas found in print, media, and digital resources. RLAA candidates will develop and in depth knowledge of multimedia literacy, techniques to help students synthesize expository text(p34) (online and offline), and research on technology use in the classroom. Candidates will exam the critical aspects of multiple digital literacies for 21st century skills necessary for success in today's global economy(p.34)



ED 804.1

21st Century Literacy

Course Syllabus

Sessions 1-8



COURSE DESCRIPTION

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 exam the critical aspects of multiple digital literacies for 21st century skills necessary for success in today's global economy.

COURSE OBJECTIVES

Using Research-based curriculum, reading candidates will learn the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills.

Candidates will be able to:

- Define and discuss the implication of digital literacy and its changing nature
- Evaluate and define the 21st century learning and innovation skills (4Cs; Creativity, Communication, Collaboration and Critical Thinking).
- Identify and apply critical aspects of 21st century skills necessary for today's global economy
- Articulate the implications of digital literacy on contemporary schools and providing an educational equity for all
- Investigate best practices for teaching students how to navigate digital environments effectively.
- Understand how to help students locate, create and communicate digital content in productive and ethical ways.
- Integrate digital learning into their classrooms and support students as they navigate virtual spaces related to content learning.
- Analyze online and offline reading required of different skills, so assessments must be sensitive to meet the needs of all diverse learners

COMMISSION ON TEACHER CREDENTIALING STANDARDS (CTC)

Standard 2: Promoting a Culture of Literacy

2.1 Based on reading and discussing research-based reading, candidates will develop a literacy plan to promote a culture of literacy in the classroom, school, district, or community. Candidates will work with parents, administration or other faculty to collaborate and develop a culture of literacy plan.



2.5 RLAA candidates will read and participate in discussion activities on current research about factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention

3.1 The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.

3.2 The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:

3.2e listening and reading comprehension

3.2g and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

3.5 as well as methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.... (California

Standard 4: Integrating Curriculum through Fieldwork

4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.

Standard 5: Planning, Organizing, and Providing Literacy Instruction
B. Instruction and Intervention

5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today's global economy.



REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, RLAA candidates must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- Candidates must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements

- All assignments are evaluated based on a 4-point rubric.
- Candidates must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in a candidate receiving no credit for the course.

A grade of Incomplete may be assigned for candidates who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

- Aull, D. H. (2018, March 3). *Informational Text Projects That Build Thinking and Creativity*. Retrieved from Creative Educator:
<https://creativeeducator.tech4learning.com/2018/articles/informational-text-projects-that-build-thinking-and-creativity>
- California Department of Education. (2008). *Preschool Learning Foundations, Volume 1*. Sacramento: California Department of Education.
- (2011). *Consumer Guide, Children's Internet Protection Act (CIPA)*. Washington, DC: Federal Communications Commission.
- Framework for State Action on Global Education, Retrieved from
http://www.p21.org/storage/documents/Global_Education/P21_State_Framework_on_Global_Education_New_Logo.pdf
- Graham, C. N. (2017). *Improving Reading and Reading Engagement in the 21st Century*. Springer Nature Singapore Pte Ltd.
- Keith, S. a. (2005). Cyber-Bullying: Creating a Culture of Respect in a Cyber World. *Reclaiming Children and Youth*, pp. 224–228.
- Metros, S. E. (2008). The Educator's Role in Preparing Visually Literate Learners. *Theories into Practice*, 47:102–109.
- N, K. (2015). The Impact of Social Networking Sites on the Youth. *Journal of Mass Communication & Journalism*, 1-4.
- Preparing 21st Century Students for a Global Society, An Educator's Guide to the "Four Cs". (2012). *National Education Association*.
- Simkins, M. C. (2018). *ASCD*. Retrieved from Increasing Student Learning Through Multimedia Projects:



- http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx
- Spires, H. A. (2017). *Digital Literacy for the 21st Century. Encyclopedia of Information Science and Technology, Fourth Edition.*
- Strangman, N. a. (2004). *Background Knowledge, Curriculum Enhancement Report.* National Center on Accessing the General Curriculum (NCAC).
- Stuart Jr., D. (2017). *Dave Stuart Jr.* Retrieved from Purposeful Annotation: A “Close Reading” Strategy that Makes Sense to My Students:
<http://www.davestuartjr.com/purposeful-annotation-close-reading>
- Technologies, Digital Media, and Reading Instruction. (2001). In S. J. Samuels, *What Research Has to Say About Reading Instruction, Fourth Edition 4th Edition* (pp. 286-313). Newark: DE: International Reading Association, Inc. .
- The State Board of Education. (2011). *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve.* Sacramento: California Department of Education.
- Teacher Guide K-12 Global Competence Grade-Level Indicators, Retrieved from
http://www.p21.org/storage/documents/Global_Education/P21_K-12_Global_Ed_Indicators.pdf
- Turner, C. (2013, November 13). *nprEd How Learning Happens.* Retrieved from Common Core Reading: The Struggle Over Struggle:
<https://www.npr.org/sections/ed/2014/11/13/359331057/common-core-reading-the-struggle-over-struggle>

Reference and Support Readings

- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college.* San Francisco, CA: Jossey-Bass.
- Lent, R. C. (2012). *Overcoming Textbook Fatigue: 21st Century Tools to Revitalize Teaching and Learning.* ASCD.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2008). *Classroom instruction that works: research-based strategies for increasing student achievement.* Alexandria, Va: Association for Supervision and Curriculum Development.
- Reeves, A. R. (2011). *Where Great Teaching Begins: Planning for Student Thinking and Learning.* Alexandria: ASCD.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE SESSIONS

The course is composed of eight consecutive sessions, with each in-seat class session lasting three hours. For each in-seat hour, there are two hours of outside study and preparation.

SESSION 1

Instruction	Readings and Activities
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<ul style="list-style-type: none"> • Instructional Facilitator introduction • Define 21st Century Skills; • Relate creativity, critical thinking, and problem-solving to literacy skills • Articulate the rationale for supporting a “21st Century” Culture of Literacy at the school-site; and • Describe how the current California Foundations, Frameworks, and standards reflect 21st Century Skills. • CTC Standards: 2.1, 3.1, 3.5, 4.1, 5B4 	<p>Activity:</p> <ul style="list-style-type: none"> • Define 21st Century Skills • The importance of the “Four Cs” <p>“Preparing 21st Century Students for a Global Society, An Educator’s Guide to the “Four Cs” <u>An Educators Guide to 4 Cs</u></p> <p>Activity: Video Video 1- <u>I Teach Therefore You Learn, or Do They</u> Video 2 –<u>Learning to Change, Changing to Learn!</u></p> <p>Activity: Literature Circle: Article Read: <u>21st Century Literacies: A Policy Brief by the National Council of Teachers of English</u> <u>NCTE Framework for 21st Century Curriculum and Assessment.</u></p> <p>Small Group Discussion- Debrief</p> <p>Threaded Discussion #1 21st Century Skills in the Standards</p> <ul style="list-style-type: none"> • How do you think an increased focus on 21st Century literacy will change the face of education going forward?
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SESSION 2

Instruction	Readings and Activities
<ul style="list-style-type: none"> • Instructional Facilitator introduction • List common informational text features • List text structure formats for informational texts; • Identify signal words that correspond to each variety of text structure; and • Explain the differences and similarities between print and digital informational text structures. • CTC Standards: 3.1, 3.2e, 3.2g, 3.5, 4.1, 5B4 	<p>Activity: Accessing Informational Text in Print, Media, and Digital Resources Define informational Text</p> <ul style="list-style-type: none"> • Teaching informational Text • Informational Text Features • Informational Text Structures <p>Activity: Video <u>Teaching in the 21st Century</u></p> <p>Activity: Literature Circle Article Read: Engaging Readers in the Twenty-First Century: What We Know and Need to Know More Small Group Discussion-Debrief</p> <p>Assignment #1: Lesson Plan (Due Session 4)</p>



	<ul style="list-style-type: none"> Create an age-appropriate lesson plan to teach text features to your students using the lesson plan format provided in the resources section of the site. <p>Threaded Discussion #2</p> <ul style="list-style-type: none"> What technologies are available to students today that you did not have access to? Do you make a conscious effort to learn about the technology that is important to students (iPad/phone apps, social media, video games, virtual reality worlds)? What technologies do you think teachers need to know about and be able to use in order to prepare students to work in a tech-dependent national and global economy? What ideas do you have to help struggling readers (of any age) become more proficient at identifying text structures?
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SESSION 3

Instruction	Readings and Activities
<ul style="list-style-type: none"> Instructional Facilitator introduction Describe the criteria to evaluate both online sites and print text to determine bias and accuracy; Articulate considerations in the selection of online sites for students; and Explain why it is important for students to be able to evaluate all forms of expository text. CTC Standards: 3.1, 3.2e, 3.5, 4.1, 5B4 	<p>Activity: Evaluating Informational Text</p> <ul style="list-style-type: none"> Helping Students Evaluate Informational Texts Evaluating Informational Texts in Print Evaluating Informational Text Online <p>Activity: Video – 1 - <u>Evaluating Websites</u></p> <p>Video 2: <u>Rethinking Learning: The 21st Century Learner</u></p> <p>Activity: Literature Circle: Reading: What Research Has to Say About Reading Book,” Ch. 12 Small Group Discussion- Debrief</p> <p>Threaded Discussion #3</p> <ul style="list-style-type: none"> How can we help our students to use critical thinking skills to become producers of their own messages?



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SESSION 4

Instruction	Readings and Activities
<ul style="list-style-type: none">• Instructional Facilitator introduction• Articulate three attributes that make a text “complex”• Define close reading• Explain strategies to teach students close reading techniques• CTC Standards: 3.2e, 3.2g, 4.1, 5B4	<p>Activity: Close Reading of Complex Texts</p> <ul style="list-style-type: none">• What exactly is meant by “text complexity”?• What is Close Reading? <p>Activity: Video Dr. Douglas Fisher Discusses Why Close Reading is Important <u>Close Reading and the CCSS, Part 1</u> <u>Close Reading and the CCSS, Part 2</u></p> <p>Activity: Annotating the Text Literature Circle: Purposeful Annotation: A “Close Reading” Strategy that Makes Sense to My Students By Dave Stuart Jr. <u>Purposeful annotation-close reading</u></p> <p>Article Reading: Common Core Reading: The Struggle Over Struggle <u>The Struggle over Struggle</u> Small Group Discussion- Debrief</p> <p>Threaded Discussion #4</p> <ul style="list-style-type: none">• What are your current impressions of close reading implementation in US/CA school systems? <p>DUE Assignment #1: Lesson Plan</p> <p>Signature Project: Multimedia Presentation on 21st Century Literacy (Due Session 8)</p>

SESSION 5

Instruction	Readings and Activities
<ul style="list-style-type: none">• Instructional Facilitator introduction• Define media and visual literacies• Explain strategies to teach students to access, understand, and integrate multiple literacies	<p>Activity: Media and Visual Literacy</p> <ul style="list-style-type: none">• Defining Media Literacy?• Defining Visual Literacy• Five Core Concepts: An Approach to Media Literacy Instruction <p>Activity: Literature Circle Article Read: Increasing Student Learning Through</p>



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<ul style="list-style-type: none">• Articulate the reasons for teaching students about the reciprocal relationships between different literacies• CTC Standards: 2.1, 3.2e, 3.5, 4.1, 5B4	<p>Multimedia Projects <u>What is Project Based Multimedia Learning</u></p> <p>Activity Read: The educator's role in preparing visually literate learners</p> <p>Assignment #2: Lesson Plan (Due Session 6) Create an-age-appropriate visual literacy lesson plan for your students in which students convey a message through the use of Visual Literacy.</p> <p>Threaded Discussion #5 Age-Appropriate Media Literacy</p> <ul style="list-style-type: none">• How early can (or should) students be taught to discern media messages?
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SESSION 6

Instruction	Readings and Activities
<ul style="list-style-type: none">• Instructional Facilitator introduction• Explain when, how, and why to build background knowledge through virtual experiences• Articulate the importance of building and accessing background knowledge• CTC 3.2e, 3.2g, 4.1, 5 6B4	<p>Activity: Technology and Background Knowledge</p> <ul style="list-style-type: none">• How we acquire background knowledge• Background knowledge and memory• Building Background Knowledge through Virtual Experiences <p>Activity: Explore the Websites</p> <ul style="list-style-type: none">• <u>How to Use Online Video in Your Classroom</u>• <u>PBS Learning Media</u>• <u>Teachers Guide to Virtual Fieldtrips</u>• <u>Streaming Plus</u> <p>Activity: Literature Circle Article Reading: Background Knowledge (Research Overview) Small Group Discussion – Debrief</p> <p>Threaded Discussion #6 Find a virtual reality experience you can use to build background knowledge in your classroom. Provide the link, describe the features of the site, and explain how you would use the virtual reality to prepare your students for reading and learning.</p>



DUE Assignment #2 Lesson Plan

SESSION 7

Instruction	Readings and Activities
<ul style="list-style-type: none">• Instructional Facilitator introduction• Discuss the importance of teaching writing in digital forms• Understand the nexus between traditional writing instruction and digital writing• Differentiate between learning to write and writing to learn• Design digital writing lessons for students of diverse backgrounds• CTC Standards: 3.2f, 4.1, 5B4	<p>Activity: Characteristics of 21st Century Writing</p> <ul style="list-style-type: none">• Differences Between Traditional Writing and Digital Writing• Similarities Between Traditional Writing and Digital Writing <p>Activity: Video Video 1 - <u>Writing in the 21st Century</u> Video 2 - <u>21st Century Skills: ICT – Writing</u></p> <p>Activity: Literature Circle Article Read: Writing in the 21st Century: A report from the National Council of Teachers of English Small Group Discussion – Debrief</p> <p>Activity: Create a Survey</p> <p>Use Google Forms to create a survey to gather information about technology your students have access to.</p> <p>Threaded Discussion #7 How do you currently infuse multicultural education into your curriculum? If you have any great units or resources, please share!</p>

SESSION 8

Instruction	Readings and Activities
<ul style="list-style-type: none">• Instructional Facilitator introduction• Explain what it means to be a digital citizen• Explain safe and appropriate networking behavior• Define and explain Cyberbullying• Consider ways to work with parents to keep students safe online• CTC Standards: 3.5, 4.1, 5B4	<p>Activity: Becoming a Digital Citizen</p> <ul style="list-style-type: none">• What is digital Citizenship?• Children’s Internet Protection Act (CIPA) <p>Activity: Video Discussion on what Digital Citizenship is and how to become responsible and proactive user of online technologies.</p> <p><u>What is Digital Literacy?</u></p> <p>Activity: Explore Ryan Patrick Halligan website</p>



	<p>regarding Cyber Bullying <u>Ryan Patrick Halligan Website</u></p> <p>Activity Read: Cyber-Bullying: Creating a Culture of Respect in a Cyber World, by Susan Keith and Michelle E. Martin</p> <p>Activity: Literature Circle Article Read: The Impact of Social Networking Sites on the Youth Small Group Discussion – Debrief</p> <p>Threaded Discussion #8</p> <ul style="list-style-type: none"> • To what extent were you previously aware of bullying laws in your state? • Does your school site or district have established guidelines for teaching students about cyberbullying? <p>DUE Signature Project: Multimedia Presentation on 21st Century Literacy</p>
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COURSE ASSIGNMENTS	
8 Threaded Discussions:	12 points each
Candidates are to respond to a prompt, submitting a detailed and reflective weekly post and respond to the posting of more than two other candidates per thread.	
2 Assignments: Candidates are to create 2 lesson plans.	50 points each
<ul style="list-style-type: none"> • Lesson Plan #1: Create an age-appropriate lesson plan to teach <u>text features</u> to your students using the lesson plan format provided in the resources section of the site. • Lesson #2: Create an-age-appropriate visual literacy lesson plan for your students in which students convey a message through the use of <u>Visual Literacy</u> 	
1 Signature Project: Multimedia Presentation on 21st Century Literacy	100 points
Each RLAA candidate will create an overview of 21st Literacy Skills in a multimedia presentation (7-10 minutes, depending on the quantity and quality of information presented (a recorded power point, a Prezi, a video, voice thread, a screen recording, a Voki, etc);	
Address the following:	
Does literacy have the same meaning it had in the last century? Do we need a new definition of literacy?	



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- What is it to be a 21st century literate?
- What are the prerequisites of 21st century literacy?
- How will a new definition of literacy expand the scope of education and reorganize the relationships between traditional academic disciplines?
- What are the implications for teacher education and instructional design?

Rubrics

Threaded Discussions			
	No Credit	3	4
Quantity and Timeliness	Does not submit posts in threads and/or does not respond at least once per thread	Submits one substantive post per thread and responds to the postings of at least one other candidate in a reflective fashion per thread	Submits one extremely detailed and highly reflective post, and responds to the postings of more than two candidates per thread
Demonstrates Knowledge, Skills, Abilities, and Application to Practice	Posts show little evidence of knowledge or understanding of applicability of content to educational practice	Posts show substantive evidence of knowledge or understanding of applicability of content to educational practice	Posts show strong evidence of knowledge or understanding of applicability of content to educational practice.
Generates Community Learning	Posts do not attempt to elicit responses and reflections from other candidates and/or responses do not build upon the ideas of other candidates to take the discussion deeper	Posts attempt to elicit responses and reflections from other candidates and responses build upon the ideas of other candidates to take the discussion deeper	Posts elicit responses and reflections from other candidates and responses build upon and integrate multiple views from other candidates to take the discussion deeper

Lesson Plan: Text Features			
	No Credit	3	4



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Knowledge of Text Features and 21st Century Literacy	Does not clearly, substantially or explicitly demonstrate instruction of text features	Creates a 21 st century literacy lesson that demonstrates substantial instruction of text features	Creates a 21 st century literacy lesson that demonstrates clear, substantial and explicit instruction of text features
Demonstrates Knowledge, Skills, Abilities, and Application to Practice	<input type="checkbox"/> Identifies one or no strategy to teach text features <input type="checkbox"/> Most of the strategy is developmentally appropriate for the students serviced <input type="checkbox"/> Most of the strategy contains descriptions of differentiation and accommodation ideas based on needs of different learner	<input type="checkbox"/> Identifies two strategies to teach text features <input type="checkbox"/> Most of the strategies are developmentally appropriate for the students serviced <input type="checkbox"/> Most of the strategies contains descriptions of differentiation and accommodation ideas based on needs of different learner	Identifies three strategies to teach text features. <input type="checkbox"/> The strategies are developmentally appropriate for the students serviced <input type="checkbox"/> The strategies contains descriptions of differentiation and accommodation ideas based on needs of different learners
Instructional access to ELLs	<input type="checkbox"/> The text features-literacy strategies selected do not support the access of English Language Learners	<input type="checkbox"/> The text feature-literacy strategies selected employ a research-based instructional approach that supports the access of English Language Learners	<input type="checkbox"/> The text features-literacy strategies selected employ a research-based instructional approach that fully supports the access of English Language Learners

Lesson Plan: Visual Literacy			
	No Credit	3	4
Knowledge of Visual Literacy and 21st Century Literacy	Does not clearly, substantially or explicitly demonstrate instruction of visual literacy	Creates a 21 st century literacy lesson that demonstrates substantial instruction of visual literacy	Creates a 21 st century literacy lesson that demonstrates clear, substantial and explicit instruction of visual literacy
Demonstrates Knowledge, Skills, Abilities, and Application to Practice	<input type="checkbox"/> Identifies one or no strategy to teach visual literacy <input type="checkbox"/> Most of the strategy is developmentally appropriate for the students serviced <input type="checkbox"/> Most of the strategy contains descriptions of differentiation and accommodation ideas based on needs of different learner	<input type="checkbox"/> Identifies two strategies to teach visual literacy <input type="checkbox"/> Most of the strategies are developmentally appropriate for the students serviced <input type="checkbox"/> Most of the strategies contains descriptions of differentiation and accommodation ideas based on needs of different learner	Identifies three strategies to visual literacy <input type="checkbox"/> The strategies are developmentally appropriate for the students serviced <input type="checkbox"/> The strategies contains descriptions of differentiation and accommodation ideas based on needs of different learners



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Instructional access to ELLs	<input type="checkbox"/> The visual literacy strategies selected do not support the access of English Language Learners	<input type="checkbox"/> The visual literacy strategies selected employ a research-based instructional approach that supports the access of English Language Learners	<input type="checkbox"/> The visual literacy strategies selected employ a research-based instructional approach that fully supports the access of English Language Learners
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21st Century Literacy Signature Project			
	No Credit	3	4
Knowledge of 21st Century Literacy	Does not adequately, clearly, substantially or explicitly demonstrate knowledge of 21 st Century Literacy	Adequately demonstrates understanding of 21 st century literacy.	Clearly, substantially and explicitly demonstrates a strong knowledge of 21 st Century Literacy
Addresses task	Does not clearly and cohesively addresses all requisites if the task as delineated in the assignment. Missing two or more elements of the task requisites.	Adequately addresses all requisites if the task as delineated in the assignment. May be missing one elements of task requisites.	Clearly and cohesively addresses all requisites if the task as delineated in the assignment.
Multi-media Presentation	Presentation demonstrates little to no knowledge of multimedia-21 st Century literacy skills	Presentation demonstrates adequate knowledge of multimedia-21 st Century literacy skills	Presentation demonstrates substantial knowledge of multimedia-21 st Century literacy skills
Timeliness/Quantity and Quality of information presented in 7-10 minutes	Candidate does not clearly articulate an overview of 21 st century literacy in 7-10 minutes. Less than 7 minutes or exceeds 10 minutes.	Candidate adequately articulate an overview of 21 st century literacy in 7-10 minutes.	Candidate clearly articulates an overview of 21 st century literacy in 7-10 minutes.
Instructional access to ELLs, gifted and talented students, and students with disabilities	<input type="checkbox"/> The text features-literacy strategies selected do not support the access of English Language Learners, gifted and talented students, and students with disabilities	<input type="checkbox"/> The text feature-literacy strategies selected employ a research-based instructional approach that supports the access of English Language Learners, gifted and talented students, and students with disabilities	<input type="checkbox"/> The text features-literacy strategies selected employ a research-based instructional approach that fully supports the access of English Language Learners, gifted and talented students, and students with disabilities



LAUSD INSTRUCTIONAL INITIATIVES

- Culturally Relevant and Responsive Education (CRRE)
- Key Access Methodologies
- Multi-Tiered Instruction (Response to Intervention and Instruction (RtI²))
- California Common Core State Standards (CCSS)
- LAUSD Teaching and Learning Framework (TLF)
- Differentiated Instruction

MODELED TEACHING TECHNIQUES

Accessing Prior Knowledge Anticipatory Set Bloom's Taxonomy Brainstorming Choral Reading Flexible Grouping Give One, Get One Guided Group Practice Handing Off Jigsaw Incorporating Depth and Complexity	KWL Charting Learning Logs and Journaling Processing Time Read Aloud Reciprocal Teaching Reflective Practice Think Aloud Think Like a Disciplinarian Think-Pair-Share Timed Activities Wait Time
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PROFESSIONAL CODE OF CONDUCT

District Interns are expected to conduct themselves in a professional manner throughout the program. Failure to meet professional conduct requirements may result in disciplinary action.

Each District Intern will demonstrate:

- a) Effective rapport with District Intern/Human Resources staff, Cohort Members, Instructors and Support Providers/Instructional Support Coaches;
- b) Caring for and providing learning experiences for a culturally relevant learning program;
- c) Success in the teaching and learning process;
- d) A high tolerance for flexibility in accepting change;
- e) An ability to participate fully in the program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills;
- f) An understanding of, and adherence to the instructional requirements, and the rules, policies and procedures of the program;
- g) Professional dress and grooming;
- h) Respect for the District, school and school community; and
- i) Academic integrity by submitting only self-generated work assignments.



Ed 804.2 Literacy Assessments and Reading Disabilities

Course Syllabus Sessions 1-8



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COURSE DESCRIPTION

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.

COURSE OBJECTIVES

Objectives: Upon completion of this course, reading certificate candidates will:

- Understand the nature of Dyslexia as a Learning Disability and plan, then implement research-based interventions
- Have knowledge of diverse reading profiles, including dyslexia.
- Recognize the symptoms of dyslexia or other reading difficulties and adjust instruction accordingly.
- Know and utilize well-validated screening tests designed to identify students at risk for reading difficulties as well as the types of assessments across the continuum of literacy skill components, to be able to screen, diagnose, place, and progress monitor students of diverse learners
- Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments
- Be able to use assessment data from screenings, diagnostic surveys, progress monitoring, and descriptive data to make instructional decisions regarding entry point, pace, intensity, student grouping, and methods for literacy instruction for diverse learners
- Be able to use research-based strategies to teach the foundational skills utilizing multisensory and multimodal language-learning techniques of reading to diverse learners.
- Be able to identify preschool-K students who may be at risk for reading difficulties.
- Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
Interpret basic statistics commonly utilized in formal and informal assessment
- Understand and apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing technique
- Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing
- Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers



Reading and Literacy Program Standards CTCC

Standard(s): CCTC 2.1, 2.2, 2.4, 3.1, 3.2b, 3.2C, 3.2d, 3.2e, 3.2g, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 5.A3, 5.4A

REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, candidates must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- RLAA candidates must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements

- All assignments are evaluated based on a 4-point rubric.
- RLAA candidates must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in the RLAA candidate receiving no credit for the course.

A grade of incomplete may be assigned for RLAA candidates who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

1. Diagnostic Teaching of Reading: Techniques for Instruction and Assessment, 7th Edition, by Barbara J. Walker, ISBN 978-0-13-231651-4
2. CORE Assessing Reading: Multiple Measures, 2nd Edition, CORE Literacy Library, ISBN 978-1-57128-464-8
3. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5th Edition, Bear, Donald R., et al., ISBN 978-0-13-703510-6
4. Reading Conversations: Retrospective Miscue Analysis with Struggling Readings, Grades 4-12, Moore, Rita A., and Gilles, Carol, ISBN 0-325-00720-9
5. What Research Has to Say About Reading Instruction, 4th Edition, Samuels, S. Jay, and Farstrup, Alan E., ISBN 978-0-87207-829-1
6. California Dyslexia Guidelines, California Department of Education, Sacramento 2017
7. International Literacy Association Research Advisory: Dyslexia, 2016
8. Reading Today, 2012, Traditional Spelling Lists: Old Habits Are Hard to Break, Katherine Hilden and Jennifer Jones



COURSE SESSIONS

The course is composed of eight sessions, with each in-seat class session lasting three hours. For each in-seat hour, there are two hours of outside study and preparation.

SESSION 1

Instruction	Readings and Activities
<ul style="list-style-type: none">• Introductions• Class Overview & Requirements Diagnostic Teaching <ul style="list-style-type: none">• Active reading & Writing• Diagnostic Teaching Process• Balanced Instruction Literacy Development <ul style="list-style-type: none">• Stages of Literacy Development	Readings (Due 1st session) <ol style="list-style-type: none">1. Diagnostic Teaching of Reading (DTR), Chapter 1, <i>Diagnostic Teaching</i>, pg. 4-182. Diagnostic Teaching of Reading (DTR), Chapter 2, <i>Literacy Development</i>, pg. 19-263. What Research Has to Say About Reading Instruction (WRSR), Chapter 15, <i>Using Assessment to Improve Reading and Learning</i> pg. 379 (Reflection question #1, #2-in-class activity) Strategy Application <p>In-class activity: Discuss questions #1, #2 (WRSR, Chapter 15)</p> Assignment (Due session 2) <p>Select 2 profile students (1st-3rd, and 4th-9th grade) to assess for phonics, fluency, sight words, and include a San Diego Quick screening. Write a 1 page summary of your 2 students to include strengths, needs, disabilities if any and academic concerns and history (prepare to share with out during session 2).</p>

SESSION 2

Instruction	Readings and Activities
<ul style="list-style-type: none">• Introduction to Assessing Reading using Multiple Assessments• Understanding the nature of Dyslexia: the neuroscience, language-based disability, in ELLs (what it is and what it is not)• What does the research say about reading instruction?	Strategy Application (Due session 3) <ol style="list-style-type: none">1. Administer student screening- to include phoneme segmentation, phoneme deletion, CORE Phonics Survey of Skills, Graded High-Frequency Word Survey, MASI-R, and Fluency Measures and San Diego Quick2. Candidate will display student assessment data in chart form to allow for data analysis.3. Conduct a reading interview of your profile student. (Reading Conversations (RC), pg. 111) Discussion Post: (Due online before session 3) <p>What did you learn about your student regarding his/her reading? How can you use this information to motivate and/or address your student's needs? Respond to two of your classmates.</p>



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	Reading 1. CA Dyslexia Guidelines-Chapters 1-4 (Due session 2)
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SESSION 3

Instruction	Readings and Activities
<ul style="list-style-type: none">• Student Assessment Outcomes• When it may not be a reading disability• Reading disabilities in English Language Learners and assessment considerations• A framework for diagnostic teaching	Discussion Post: Research has shown that most teachers are able to interpret assessment results, they sometimes have difficulty implementing specific instructional strategies Why do you think this happens? What might be helpful for teachers to get to that next step? <i>Post your reflection, and respond to 2 others.</i> Reading (Due session 3) <ol style="list-style-type: none">1. CA Dyslexia Guidelines-Chapters 6-7, pg. 26-332. Diagnostic Teaching of Reading (DTR), Chapter 4, <i>A Framework for Diagnostic Teaching</i>, pg. 39-50

SESSION 4

Instruction	Readings and Activities
<ul style="list-style-type: none">• Identifying the At-Risk Child• Turning Struggling Readers into Proficient Readers• Talking about reading disabilities with your students; an honest approach to validating the whole child	Strategy Application <ul style="list-style-type: none">• Divide into 5 groups: Each group will be assigned a processing/attention/memory disability task from Misunderstood Minds; Discuss and share out your experience• ILA Research Advisory, 3-2-1 Reading (Due session 4) CA Dyslexia Guidelines, Chapter 9, pg. 42-57 ILA Research Advisory: Dyslexia, pg. 1-5

SESSION 5

Instruction	Readings and Activities
<ul style="list-style-type: none">• Reading Fluency• Spelling Stages	Discussion Post: What are your views on teaching spelling? Did it change after reading the article? Post a reflection and respond to 2 others.



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<ul style="list-style-type: none">Word Study Introduction & Assessment: What spelling stage are your profile students at?	<p>Reading: (due session 5)</p> <ol style="list-style-type: none">Words Their Way, Chapters 1 & 2Traditional Spelling Lists: Old Habits Are Hard to Break <p>Strategy Application</p> <p>Assignments: (due session 6)</p> <ol style="list-style-type: none">Administer a 2nd fluency assessment to your profile students, score for prosody.Administer a spelling assessment to your profile students.Present student assessment data and analyze data to guide instructional decisions. (due session 6)
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SESSION 6

Instruction	Readings and Activities
<ul style="list-style-type: none">Vocabulary DevelopmentReading Comprehension-Interrelated factors that contribute to successful understandingAssessing for comprehension (MASI-Core Measures)	<p>Reading</p> <ol style="list-style-type: none">What Research Has to Say About Reading Instruction, Chapter 3, pg. 51, <i>Essential Elements of Fostering and Teaching Reading Comprehension</i> (due session 6) <p>Discussion Post: After reading chapter 3, post a reflection of what you might now try in comprehension lesson. (due session 6)</p> <p>Strategy Application</p> <p>Assignment: Administer a comprehension assessment to your profile student. Be prepared to share the data. (due session 7)</p>

SESSION 7

Instruction	Readings and Activities
<ul style="list-style-type: none">Retrospective Miscue Analysis	Strategy Application



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<ul style="list-style-type: none"> Reading Inventories 	<p>Assignment Administer a retrospective miscue analysis to your profile student and analyze the results. (due session 7) Write 1 paragraph, describing a lesson your student needs based on his assessment data. Be prepared to share out in class.</p> <p>Discussion Post: What did you learn about your profile student from this assessment? Any patterns? Respond to 2 posts. (due before session 7)</p> <p>Reading Reading Conversations, Chapters 1-3 pg. 1-34 (due session 7)</p> <p>Strategy Discussion</p> <ol style="list-style-type: none"> In class: What does your student data reveal? Share your 1 paragraph describing a lesson to address your student's needs. What input do your colleagues have after seeing your student data?
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SESSION 8

Instruction	Readings and Activities
<ol style="list-style-type: none"> Effective Literacy Teachers Engaging all learners Make Use of Scaffolding Assess While Teaching Integrate and Balance Instruction 	<p>Reading</p> <ol style="list-style-type: none"> Diagnostic Teaching of Reading (DTR), Chapter 3, <i>Effective Literacy Teachers</i>, pg. 28-37 <p>Strategy Application</p> <ol style="list-style-type: none"> Review DTR, Chapter 3. Divide class into groups and assign each group different instructional traits of effective reading teachers, share out. Refer to the CA Dyslexia Guidelines, Chapter 13, <i>Information for Parents & Guardians</i> and explain what parents and teachers should know: Group 1:



	<p>Kindergarten Group 2: 1st Grade, Group 3: 2nd Grade, Group 4: 3rd Grade, Group 5: 4th-8th Grade, Group 6: Middle School & High School. How can you advocate?</p> <p>4. Chapter 14, <i>Frequently Asked Questions</i>, and be assigned to 1 or 2 FAQs then share out to class.</p>
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COURSE ASSIGNMENTS	
5 Threaded Discussions:	12 points each
Candidates are to respond to a prompt, submitting a detailed and reflective weekly post and respond to the posting of more than two other candidates per thread.	
1 Signature Project –Student Assessment Profile.	100 points
To be completed in 4 parts in one ongoing and cumulative document:	
Each RLAA candidate will	
<ol style="list-style-type: none"> 1. Select 2 students as their profile students for the course. Write a 1-page summary per student detailing rationale for selecting these 2 students to include their academic profile, strengths, needs and if relevant, and if relevant-students' disability(ies) or areas of need impacting their progress. (due session 2) 15points 2. Administer phonemic awareness, phonics, graded high frequency, MASI-R, San Diego Quick assessments. Input data in a data collection form to analyze and evaluate findings and write a 2- page summary of findings. Write a 1-page plan of action, detailing an instructional plan for both students based on the data. (due session 3) 30 points 3. Administer fluency assessments, words-their-way, input the data into the data collection form to analyze and evaluate findings and write a 2- page summary of findings. Write a 1-page plan of action, detailing an instructional plan for both students based on the data. (due session 6) 25 points 4. Administer comprehension assessment analyze and evaluate findings and write a 2- page summary of findings. Write a 1-page plan of action, detailing an instructional plan for both students based on the data. (due session 7) 30 points 	



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Rubrics

Threaded Discussions			
	No Credit	3	4
Quantity and Timeliness	Does not submit posts in threads and/or does not respond at least once per thread	Submits one substantive post per thread and responds to the postings of at least one other candidate in a reflective fashion per thread	Submits one extremely detailed and highly reflective post, and responds to the postings of more than two candidates per thread
Demonstrates Knowledge, Skills, Abilities, and Application to Practice	Posts show little evidence of knowledge or understanding of applicability of content to educational practice	Posts show substantive evidence of knowledge or understanding of applicability of content to educational practice	Posts show strong evidence of knowledge or understanding of applicability of content to educational practice.
Generates Community Learning	Posts do not attempt to elicit responses and reflections from other candidates and/or responses do not build upon the ideas of other candidates to take the discussion deeper	Posts attempt to elicit responses and reflections from other candidates and responses build upon the ideas of other candidates to take the discussion deeper	Posts elicit responses and reflections from other candidates and responses build upon and integrate multiple views from other candidates to take the discussion deeper

Rubric

Signature Project: Student Profile			
	No Credit	3	4
Administration of various assessments and data collection	Does not accurately administer the various assessments and does not provide a data collection	Adequately administers the various assessments and neatly and coherently collects data	Accurately administers the various assessments and neatly and coherently collects data
Demonstrates Knowledge, Skills, Abilities, and	Posts show little evidence of knowledge or understanding of	Adequately interprets various assessments, including formative, summative, and on-going	Clearly and thoroughly interprets various assessments, including formative, summative,



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Application to Data Interpretation	applicability of content to educational practice	measures to align with effective research-based instruction.	and on-going measures to align with effective research-based instruction.
Summary of findings	Does not or limited analysis of surveys and analyzes the data providing a detailed summary of findings detailing rationale for decision making and instructional decisions.	Adequately makes an analysis of surveys and analyzes the data providing a detailed summary of findings detailing rationale for decision making and instructional decisions.	Makes careful and substantive analysis of surveys and analyzes the data providing a detailed summary of findings detailing rationale for decision making and instructional decisions.
Develops a literacy plan	Limited to no literacy plan to promote a culture of literacy in the classroom based on findings	Adequately develops a literacy plan to promote a culture of literacy in the classroom based on findings	Substantively develops a literacy plan to promote a culture of literacy in the classroom based on findings
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities	Demonstrates adequate support and access of English Language Learners, gifted and talented students, and students with disabilities	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.



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LAUSD INSTRUCTIONAL INITIATIVES

- Culturally Relevant and Responsive Education (CRRE)
- Key Access Methodologies
- Multi-Tiered Instruction (Response to Intervention and Instruction (RtI²))
- California Common Core State Standards (CCSS)
- LAUSD Teaching and Learning Framework (TLF)
- Differentiated Instruction

MODELED TEACHING TECHNIQUES

Accessing Prior Knowledge Anticipatory Set Bloom's Taxonomy Brainstorming Choral Reading Flexible Grouping Give One, Get One Guided Group Practice Handing Off Jigsaw Incorporating Depth and Complexity	KWL Charting Learning Logs and Journaling Processing Time Read Aloud Reciprocal Teaching Reflective Practice Think Aloud Think Like a Disciplinarian Think-Pair-Share Timed Activities Wait Time
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PROFESSIONAL CODE OF CONDUCT

RLAA candidates are expected to conduct themselves in a professional manner throughout the program. Failure to meet professional conduct requirements may result in disciplinary action.

Each candidate will demonstrate:

- a) Effective rapport with Candidates/Human Resources staff, Cohort Members, Instructors and Support Providers/Instructional Support Coaches;
- b) Caring for and providing learning experiences for a culturally relevant learning program;
- c) Success in the teaching and learning process;
- d) A high tolerance for flexibility in accepting change;
- e) An ability to participate fully in the program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills;
- f) An understanding of, and adherence to the instructional requirements, and the rules, policies and procedures of the program;
- g) Professional dress and grooming;
- h) Respect for the District, school and school community; and
- i) Academic integrity by submitting only self-generated work assignments.



Ed 804.3

Foundations in Reading Instruction

Course Syllabus Sessions 1-8



COURSE DESCRIPTION

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.

COURSE OBJECTIVES

Using research-based instruction and strategies, reading certificate candidates will:

- Understand that learning to read for many learners requires explicit, systematic, and sequential instruction
- Understand the reading brain and how it differs from the struggling reader
- Understand the language and literacy development of young children (3-5 year olds) and what it looks like
- Understand typical development of language and literacy in early childhood, how to promote those skills for reading achievement and know how to plan for instruction by providing appropriate support for diverse learners
- Understand that the language and literacy preschool foundations are aligned with the kindergarten CCSS for listening, speaking, reading & writing
- Understand the research findings of how phonemic awareness affects reading achievement
- Understand that environmental, cultural, and social factors contribute to literacy development

Phonological Awareness Learning Outcomes

- Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- Understand/apply in practice considerations for levels of phonological sensitivity
- Understand/apply in practice considerations for phonemic-awareness difficulties.
- Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
- Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

Phonics and Word Analysis Learning Outcomes

- Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word reading



- Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills
- Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan
- Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory
- Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed
- Know/apply in practice considerations for teaching irregular words in small increments using special techniques
- Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words
- Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers

Fluency Learning Outcomes

- Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- Know/apply in practice considerations for varied techniques and methods for building reading fluency, as supported by research

Vocabulary Learning Outcomes

- Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension
- Know/apply in practice considerations for the sources of wide differences in students' vocabularies
- Know/apply in practice considerations for vocabulary strategy instruction, as supported by research

Listening and Reading Comprehension Learning Outcomes

- Know/apply in practice considerations for factors that contribute to deep comprehension
- Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research
- Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes
- Understand the importance of providing an array of instructional experiences for diverse learners
- Reflect on past, current, and future instructional practice

Standards



Standards 1.2, 2.1, 2.2, 2.4, 3.1, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, 3.3, 3.4

REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, Interns must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- RLAA candidates must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements

- All assignments are evaluated based on a 4-point rubric.
- RLAA candidates must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in the RLAA candidate receiving no credit for the course.

A grade of Incomplete may be assigned for RLAA candidates who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

1. Honig, Bill, Diamond, Linda, and Gutlohn, Linda, Teaching Reading Sourcebook, 2nd Edition (2013)
2. International Reading Association, *A Position Statement of Phonemic Awareness and the Teaching of Reading* (1998)
3. Antunez, Beth, *English Language Learners and the Five Essential Components of Reading Instruction* (2002) <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>
4. California Department of Education, *California Preschool Learning Foundations and Frameworks*, Volume 1 (2008)
5. California Department of Education. (2017), *Content Standards*. Retrieved July 2018, from <https://www.cde.ca.gov/be/st/ss/>
6. Moats, Louisa, *Teaching Reading Is Rocket Science: What Expert Reading Teachers Should know and Be Able to Do*, (1999) <http://www.readingrockets.org/guides/teaching-reading-rocket-science>
7. Samuels, S. Jay, and Farstrup, Alan E., What Research Has to Say About Reading Instruction, 4th Edition, (2011) ISBN 978-0-87207-829-1

Reference and Support Readings

1. California Department of Education. (2017, February 15). *SBE-Adopted ELA/ELD Framework Chapters*. Retrieved October 25, 2017, from <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>



2. Hougen, Martha C. and Smartt, Susan M., Fundamentals of Literacy Instruction & Assessment, Pre-K-6 (2012) ISBN 13-978-1-59857-205-6
3. Los Angeles Unified School District, Division of Special Education, *Teaching and Learning in Mixed-Ability Classrooms: Resources for Teachers* (2014)

COURSE SESSIONS

The course is composed of eight sessions, with each in-seat class session lasting three hours. For each in-seat hour, there are two hours of outside study and preparation.

SESSION 1

Instruction	Readings and Activities
<ul style="list-style-type: none">• Introductions• The Scientific Approach to Reading Instruction• Essential Components of Reading Instruction• Phonological Awareness as a Critical Foundation for Beginning Reading• Oral Language and Listening Skill Development in Early Childhood• Review course assignment requirements	<p>Strategy Discussion</p> <ol style="list-style-type: none">1. Think-Pair-Share the concepts of phonological awareness, phonemic awareness, and phonics. Clarify how they are different and provide examples of each.2. How can children four years old and younger be prepared to be successful readers? <p>Read and Discuss: https://www.readingrockets.org/article/young-childrens-oral-language-development</p> <p>Strategy Application</p> <ol style="list-style-type: none">1. Write a one-page summary of <i>Phonemic Awareness and the Teaching of Reading</i> <p>Reading (due session 1)</p> <ol style="list-style-type: none">1. <i>Phonemic Awareness and the Teaching of Reading</i>, A Position Statement of the International Reading Association

SESSION 2

Instruction	Readings and Activities
<ul style="list-style-type: none">• The Structure of English: Phonemes, Consonants/Vowels, Sound/Spellings/Syllables, Onset-Rime, Morphemes• Structure of Spanish (Language Differences, Cognates & False Cognates)• Early Literacy (Print Awareness, Letter Knowledge, Phonological	<p>Strategy Discussion</p> <p>What do teachers need to be mindful of when teaching ELLs reading?</p> <p>http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction</p> <p>Strategy Application</p> <p>Post a reflection of <i>English Language Learners and the Five Components of Reading</i>, respond to 2 posts</p> <p>In-class group activity</p> <p>List special considerations when teaching ELLs.</p>



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Awareness: A Critical Foundation for Beginning Reading	Reading <ol style="list-style-type: none">1. Teaching Reading Sourcebook, Chapter 3: <i>Print Awareness</i> pg. 71-782. Teaching Reading Sourcebook, Chapter 4: <i>Letter Knowledge</i> pg. 83-1103. <i>English Language Learners and the Five Components of Reading Instruction</i>
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SESSION 3

Instruction	Readings and Activities
<ul style="list-style-type: none">● Effective Phonics Instruction● Explicit Phonics Lesson Sequence● Effective Instructional Techniques● Phonics Scope & Sequence	Strategy Application In-class activity: In pairs, do a syllable sort of the six syllable types. Strategy Discussion How you could adapt this in your own instruction? Reading California Reading/Language Arts Framework, pg. 10-17 (K-5), pg. 6-12 (grades 6-12) Teaching Reading Sourcebook, pg. 170-195

SESSION 4

Instruction	Readings and Activities
<ul style="list-style-type: none">● Decodable Text● Instruction● Dictation● Irregular Word Reading (Sight Words)● Beginning Handwriting, Spelling, and Composition Instruction	Strategy Application In-class activity In pairs, create a bright ideas paper. Take a brightly colored piece of paper, and write down 5-10 things you learned about effective phonics instruction that you do not want to forget. Tape this bright ideas paper in your classroom to remind you of critical teaching behaviors. Reading Reading Teacher Sourcebook, Chapter 7, Irregular Word Reading, pg. 242-251 Strategy Discussion Be prepared to share your observations during class. Assignment Continue with the ongoing profile student assessments

SESSION 5

Instruction	Readings and Activities
<ul style="list-style-type: none">● What is Important to Know about the	Video: Origins of the English language



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<p>English Language</p> <ul style="list-style-type: none">• Fluency Instruction• What the research says about the role of reading fluency	<p>https://www.youtube.com/watch?v=H3r9bOkYW9s</p> <p>Strategy Application</p> <ol style="list-style-type: none">1. <i>Discussion Post:</i> Reflect on Reading Instruction, Chapter 4: Reading Fluency: What It Is and What It Is Not, and <i>respond to 2 posts</i> <p>Strategy Discussion</p> <p>3-2-1: 3 Things learned, 2 things interesting, 1 question</p> <p>Reading:</p> <ol style="list-style-type: none">2. What the Research has to Say About Reading Instruction, Chapter 4: <i>Reading Fluency: What It Is and What It Is Not</i>, pg. 943. California Reading/Language Arts Framework.4. <i>Why Reading Fluency Should Be Hot</i>, Rasinsky, T.
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SESSION 6

Instruction	Readings and Activities
<ul style="list-style-type: none">• Differentiated Instruction• Vocabulary Development	<p>Strategy Application</p> <p>In-class activity-</p> <p>Jigsaw read:</p> <p>Research-based Practices in Early Reading Series: <i>A Focus on Vocabulary</i>, Pacific Resources for Education and Learning</p> <p>Activity: Case Study Analysis</p> <p>Language Acquisition problems v Reading Difficulties/Problems</p> <p>In your groups identify the differences between the two. Lab Time: Prepare a presentation to be presented next session detailing the difference and strategies for both (site the research)</p>

SESSION 7

Instruction	Readings and Activities
<ul style="list-style-type: none">• Comprehension, Grades K-3	Reading



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<ul style="list-style-type: none"> Comprehension, Grades 4-12 	1. Teaching Reading Sourcebook Comprehension, pg. 608-629 Activity: Case Study Analysis Presentations Language Acquisition problems v Reading Difficulties/Problems
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SESSION 8

Instruction	Readings and Activities
6. Effective Writing Instruction 7. Disciplinary Literacy 8. Putting It All Together as an Effective Literacy Teacher 9. Tips to Becoming an Effective Reading Teacher	Reading <i>Teaching Reading Is Rocket Science: What Expert Reading Teachers Should know and Be Able to Do</i> , by Louisa Moats, 1999 Strategy Application Work in groups to list ten tips to being an effective reading teacher.

COURSE ASSIGNMENTS
<p>5 Threaded Discussions: 12 points each Candidates are to respond to a prompt, submitting a detailed and reflective weekly post and respond to the posting of more than two other candidates per thread.</p> <p>Assignments – 6 Summaries: Candidates are to write 6 summaries demonstrating a comprehensive grasp of the research, course content and text. Candidates are to detail how the knowledge, skills and use of strategies maximize learning for all students. Candidates are to detail significant depth of reflection and consideration of current practice as it relates to the course reading and content. 20 points each</p>

Rubrics

Threaded Discussions			
	No Credit	3	4
Quantity and Timeliness	Does not submit posts in threads and/or does not	Submits one substantive post per thread and responds to the postings of at	Submits one extremely detailed and highly reflective post, and responds to



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	respond at least once per thread	least one other candidate in a reflective fashion per thread	the postings of more than two candidates per thread
Demonstrates Knowledge, Skills, Abilities, and Application to Practice	Posts show little evidence of knowledge or understanding of applicability of content to educational practice	Posts show substantive evidence of knowledge or understanding of applicability of content to educational practice	Posts show strong evidence of knowledge or understanding of applicability of content to educational practice.
Generates Community Learning	Posts do not attempt to elicit responses and reflections from other candidates and/or responses do not build upon the ideas of other candidates to take the discussion deeper	Posts attempt to elicit responses and reflections from other candidates and responses build upon the ideas of other candidates to take the discussion deeper	Posts elicit responses and reflections from other candidates and responses build upon and integrate multiple views from other candidates to take the discussion deeper



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Standards-Based Journal Summary Rubric			
	No Credit	3	4
Demonstrates comprehensive grasp of the research, course content and text	Does not demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>comprehensive grasp</u> of the literacy research behind content specifications as presented in the text and course content ;
Demonstrates profound understanding of how the knowledge, skills, and use of strategies maximize learning of diverse students	Does not reveal an <u>understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Adequately reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Clearly and thoroughly reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;
Significant depth of reflection and consideration of current practice	Does not make careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;
Relevant professional vocabulary and specific reference to research	Does not contain or provides little <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; Does not show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Substantively contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities.	Supports the access of English Language Learners, gifted and talented students, and students with disabilities.	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.



Ed 804.4

Balanced Literacy, *Structured Literacy*, and Strategy Instruction

Course Syllabus Sessions 1-8



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Reading and Literacy Added Authorization



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

COURSE OBJECTIVES
After completing this course, students will be able to: Vocabulary <ul style="list-style-type: none">• Explain the components of effective vocabulary instruction• Define and provide clear examples of academic vocabulary• Apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension• Define the sources of wide differences in students' vocabularies.• Identify the role and characteristics of indirect (contextual) methods of vocabulary instruction.• Describe the role and characteristics of direct, explicit methods of vocabulary instruction.• Apply effective strategies and in practices consideration for the sources of wide differences in students' vocabularies: Comprehension <ul style="list-style-type: none">• Learn effective instructional methods for students with learning difficulties, at-risk readers and English Language Learners.• Understand techniques to enhance student motivation to read• Assess and analyze student's reading behavior• Acquire in-depth knowledge of reading workshop as way to teach comprehension• Identify the factors that contribute to deep comprehension.



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- Understand the instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- Identify the role of sentence comprehension in listening and reading comprehension.

Written Language

- Understand the need for purposeful writing instruction
- Understand of purposely connecting literature with writing to achieve literacy
- Understanding components of Writing
- Develop knowledge of Common Core Reading and Writing standards
- Structuring and scaffolding grade-level writing instruction

REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, Interns must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- Interns must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements

- All assignments are evaluated based on a 4-point rubric.
- Interns must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in an Intern receiving no credit for the course.

A grade of Incomplete may be assigned for Interns who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

- Curtis, M. E. and . Kruidenier, J. R. (2005). *A Summary of the Scientifically Based Research Principles: Teaching Reading to Adults*
- Fisher D. and Frey, N. (2012) *Close Reading in the Elementary Schools*. The Reading Teacher
- McKeown, M. G., Beck I. L. and Ronette G.K. (2009). *Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches*
- Green, S. (2016). *Two for One: Using QAR to Increase Reading Comprehension and Improve Test Scores*. The Reading Teacher



- Hart, Beth and Risley, Todd R. (2003). *The Early Catastrophe The 30 Million Word Gap by Age 3*
- Hart, B and Risley, T. (19978). *Promoting Productive Language through Incidental Teaching*
- Kamenetz, A. (2018). *Let's Stop Talking About The 30 Million Gap*
- Marzano, R. J. (2012). *A Comprehensive Approach to Vocabulary Instruction*
- McClure, E. L. Fullerton, S. K. (2017). *Instructional Interactions: Supporting Students' Reading Development Through Interactive Read-Alouds of Informational Texts*. The Reading Teacher
- Moor, E. and Moir, J. (2018). *Closing the vocabulary gap in early years: Is 'Word Aware' a possible approach*. Voices from the Middle
- *National Reading Panel's report: Teaching Children to Read*.
- Roehling, JV, Hebert, and M Nelson, JR (2017). *Text Structure Strategies for Improving Expository Reading Comprehension*. The Reading Teacher
- Sedita, J. (2005). *Promoting Vocabulary Development Components of Effective Vocabulary Instruction*. Insight on Learning Disabilities
- Springer, S. E. Harris, S. and Dole J. A. (2017) *From Surviving to Thriving: Four Research-Based Principles to Build Students' Reading Interest*. The Reading Teacher

COURSE SESSIONS

The course is composed of eight consecutive sessions, with each in-seat class session lasting three hours. For each in-seat hour, there are two hours of outside study and preparation.

SESSION 1

Instruction	Readings and Activities
<p>Topics: Balanced Literacy Instruction and Level of Comprehension</p> <ul style="list-style-type: none"> • Create a working definition for the process of reading • Identify the characteristics of a good reader • Understand the different levels of comprehension • Identify the principles of effective comprehension instruction 	<p>Readings: Read pages 1-12, <i>A Summary of the Scientifically Based Research Principles: Teaching Reading to Adults</i></p> <p>Read Chapters 2-4, <i>National Reading Panel's report: Teaching Children to Read</i></p> <p>Mosaic of Thought, 2nd Edition, "Introduction & Chapter 1, Creating a New Mosaic"</p> <p>Journal Entry #1: Due session 2 Based on Mosaic of Thought, 2nd Edition, "Introduction & Chapter 1, Creating a New Mosaic"</p> <p>Write a 2-3-page summary - Chapter 1: Discuss the behaviors described. What instruction do you provide in order to move struggling readers into proficient reader behaviors? What is the purpose of reading? How do you</p>



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	<p>define the purpose of reading? What do you read? Share examples of what type of reading you do each day and why? Is the purpose always the same? Is all the read material always enjoyable? Include reference to other course readings.</p> <p>Small Group Discussion: Simulation</p> <p>Download article #1 (Brain Briefing: Sleep and Learning). Read the article and answer the following questions. Write the answers on a paper.</p> <p>What is the main idea of the article? According to the article, list some reasons sleep can help you and list some reasons sleep can help you. According to the article, list some reasons lack of sleep can harm you. What do the equate 40 winks of sleep to in the article? What type of reading strategies did you use while reading this article?</p> <p>Download article #2 (Brain Briefing: Spriss and Phi Brain). Read the article for a minimum of two minutes, but no more than four minutes. Please keep reading for the initial two minutes. After completing the reading, answer the following questions.</p> <p>What is the main idea of this article? How may stress negatively affect you? According to the article, is medicine the only way to relief stress? What reading strategies did you use while reading the article?</p>
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SESSION 2

Instruction	Readings and Activities
<p>Topics: Strategic Vocabulary Instruction and Assessment</p> <ul style="list-style-type: none">• Reasons for including vocabulary instruction into curriculum• Explain the components of effective vocabulary instruction	<p>Readings:</p> <p>Read article: <i>The Early Catastrophe The 30 Million Word Gap by Age 3</i></p> <p>Read article: <i>Promoting Productive Language through Incidental Teaching</i></p> <p>Read article: <i>Closing the vocabulary gap in early years: Is 'Word Aware' a possible approach?</i></p>



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<ul style="list-style-type: none"> Identify what the research has to say about vocabulary Review the components of vocabulary development Identify the necessary strategies that extend students' word knowledge 	<p>Read article: <i>Let's Stop Talking About The 30 Million Gap</i></p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 2: Changing Times and Chapter 3 Mindful Reading: Monitoring and Revising Comprehension</p> <p>Journal Entry #2: Due session 3 Based on Mosaic of Thought, 2nd Edition, Chapter 2: Changing Times and Chapter 3 Mindful Reading: Monitoring and Revising Comprehension Write a 2-3-page summary - Discuss the belief that reading comprehension used to be “caught rather than taught”? Does that remain a practice? What has changed? Do you have students whom you feel are disengaged from reading? Why? Does your instruction focus on the mental processes that underlie reading? How much do you model what you want students to learn? Include reference to other course readings.</p> <p>Chapter 3: Reread Salvador, Late or Early by Sandra Cisneros. What struggles did you have as a reader? Did you have similar questions, connections, images, inferences as the teachers in the text? Include reference to other course readings.</p> <p>Activity: Knowledge of Rating Scale Download the attached document and follow the instructions. Share with the group which words you DID know. How was this activity for you?</p> <p>Small Group Discussion: View the video of panel of experts discussing the reading process. Please share any questions or reflections you have after viewing the video. https://www.youtube.com/watch?v=vomp5pAvJsE</p>
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SESSION 3

Instruction	Readings and Activities
Topics: Strategic Vocabulary Instruction and Assessment	Readings: Read article: <i>A Comprehensive Approach to Vocabulary</i>



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<ul style="list-style-type: none">• Explain the different levels of word knowledge• Identify and describe vocabulary-building strategies that are particularly promising for use of diverse learners (dyslexia, ELLs, etc.)• Evaluate the links between vocabulary and comprehension• Prepare both informal assessment to evaluate students' word knowledge	<p><i>Instruction</i></p> <p>Read article: <i>Promoting Vocabulary Development Components of Effective Vocabulary Instruction</i></p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 4: The Presence of the Past: Using Schema to Understand and Remember</p> <p>Journal Entry #3: Due session 4 Based on Mosaic of Thought, 2nd Edition, Chapter 4: The Presence of the Past: Using Schema to Understand and Remember Write a 2-3-page summary - Chapter 4: What is your understanding of schema theory and its role in the proficient reader research? y What instructional practices do you use to activate students' prior knowledge? Include reference to other course reading</p> <p>Activity: In groups: Lesson Planning</p> <ul style="list-style-type: none">• Design a lesson that incorporates vocabulary strategies to help develop students' comprehension <p>Assessments:</p> <ul style="list-style-type: none">• Critchlow Verbal Language Scales• Dale's Level of Word Knowledge
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SESSION 4

Instruction	Readings and Activities
<p>Topic: Building and Accessing Prior Knowledge</p> <ul style="list-style-type: none">• Define the meaning of prior knowledge or background knowledge• Understand factors that influence students' ability to learn• Identify the six guidelines for building prior knowledge• Identify the characteristics that contribute to deep comprehension	<p>Readings:</p> <p>Read article, "Close Reading in the Elementary Schools"</p> <p>Read article: "Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches"</p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 5: The Art of Discovery: Questioning</p> <p>Journal Entry #4: Due session 5 Based on Mosaic of Thought, 2nd Edition, Chapter 5: The Art of Discovery: Questioning Write a 2-3-page summary- Chapter 5: Review the list of key ideas on pgs. 94-95. Which of these do you feel</p>



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<ul style="list-style-type: none">• Understand/identify the different levels of comprehension• Describe the teacher's role as an active mediator of text-comprehension processes• Identify the principles of effective comprehension instruction• Factors affecting comprehension• Describe how motivation effects comprehension• Identify ways to increase the time students read support their developing success• Understand the importance of accessible texts and learn ways to help select appropriate texts	<p>are central to your instruction? What instructional approaches listed on page 95 are ones you use? Are ones you will try? Include reference to other course reading</p> <p>Activity: Assessment</p> <ul style="list-style-type: none">• Meta-comprehension Strategy Index Grades K–8• Administer to elbow partner <p>Small Group Discussion: View the video of Maryanne Wolf's Interview talking about the reading process. It is approximately 15 minutes. Please share any questions or reflections you have after viewing the video._ https://www.youtube.com/watch?v=S-HYayerEeI</p> <p>Assignment: Lesson Planning and Presentation - Due session 7</p> <ul style="list-style-type: none">• Administer the Meta-Comprehension Strategy Index to a student• Using the results, design a lesson that incorporates reading comprehension strategies to help develop students' comprehension• Prepare a 3-4 minute presentation of your lesson plan to include a summary of your finding and your instructional decision-making rationale as it relates to the data.'• Presentation can be a ppt, prezzi, pod cast, etc
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SESSION 5

Instruction	Readings and Activities
<p>Topic: Narrative Text Structures and Story Elements</p> <ul style="list-style-type: none">• Explain the rationale for including text structure into your curriculum• Identify the text structures for narrative texts	<p>Readings:</p> <p>Read article: <i>Text Structure Strategies for Improving Expository Reading Comprehension</i></p> <p>Read article: <i>Two for One: Using QAR to Increase Reading Comprehension and Improve Test Scores</i></p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 6:</p>



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<ul style="list-style-type: none">• Identify features to expository text• Describe and provide the instructional strategies for teaching narrative text structure	<p>Journal Entry #5 Due session 6 Based on Read Mosaic of Thought, 2nd Edition, Chapter 6 Write a 2-3-page summary - Chapter 6: How often do students in your classrooms generate their own questions about the reading they do? Review: Some Key Ideas on pg. 119. Which ones strike you as ones that might have most effect on getting readers to ask questions? Include reference to other course readings.</p> <p>Activity: Cesar Chavez Article Answer the following questions: 1. Create a headline for these words by Cesar Chavez (Purpose) 2. Complete this sentence: Cesar Chavez' Purpose for saying these words was: (Purpose) 3. If Cesar Chavez were here now, what Question would you really like to ask him about what you read? (Question) 4. State your solution/recommendation for what you think should be done to effectively deal with the issue of Cesar Chavez presents in the reading. (Inference)</p> <p>Activity: Video _</p> <p>1. https://www.youtube.com/watch?v=-fInpYL7Aag</p>
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SESSION 6

Instruction	Readings and Activities
<p>Topic: Strategy Instruction and Guided Release of Responsibility</p> <ul style="list-style-type: none">• Describe good readers' skills• Outline the elements of a balanced approach reading instruction• Identify the instruction that follows the guided release of responsibility method for reading	<p>Readings: Read Article: <i>From Surviving to Thriving: Four Research-Based Principles to Build Students' Reading Interest</i></p> <p>Read article: <i>Instructional Interactions: Supporting Students' Reading Development Through Interactive Read-Alouds of Informational Texts</i></p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 7: Bringing Text to Life: Using Sensory Emotional Images to Enhance Comprehension and Chapter 8: The Heart of</p>



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<ul style="list-style-type: none">Describe the instructional strategies for the pre-reading stage of readingDefine six reading comprehension skillsDescribe the instructional practices that help support students' independent reading skills during reading processExplain the learning routines that support deeper levels of comprehensionImplement the instructional strategies that help students comprehend after reading	<p>the Matter: Determining Importance</p> <p>Journal Entry #6 Due session 7 Based on Mosaic of Thought, 2nd Edition, Chapter 7: Bringing Text to Life: Using Sensory Emotional Images to Enhance Comprehension and Chapter 8: The Heart of the Matter: Determining Importance Write a 2-3 page summary - Chapter 7: In what ways do your students use visualization (images) to enhance understanding? Review: Some key ideas on pg. 141. Discuss how instruction might be focused to explicitly teach using imagery. Review: Sample Comprehension Strategy Study (pgs. 141-142). Discuss how you might implement into your reading comprehension instruction. Chapter 8: How does your instruction create the content for students to “discuss, ponder, argue, restate, reflect, persuade, relate, write about” information considered important? Include reference to other course reading</p>
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SESSION 7

Instruction	Readings and Activities
<p>Topic: Motivating and Engaging Students</p> <ul style="list-style-type: none">Explain how student's motivation effects comprehensionIdentify ways to help increase the time students read to support reading successExplain the different ways to help student select appropriate textAnalyze student's reading interest survey and help assess	<p>Readings: Read article: <i>Book Match: Matching Books to Students Through a Reading Interest Survey</i></p> <p>Read Mosaic of Thought, 2nd Edition, Chapter 9: The Evolution of Meaning: Synthesis</p> <p>Journal Entry #7 Due session 8 Based on Mosaic of Thought, 2nd Edition, Chapter 9: The Evolution of Meaning: Synthesis Write a 2-3 page summary - Chapter 9: What distinction is made between summary and synthesis? Do you agree or disagree? Review: Key Ideas, pg. 184. Which ideas help you lead deeper understanding of synthesizing? Include reference to other course reading</p> <p>Presentations are due: 3-4 minutes to present to peers</p>

Session 8

Instruction	Readings and Activities
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<p>Topic: Writing Strategies that help Support Comprehension</p> <ul style="list-style-type: none">• Methods of Writing Instruction• Differentiating Writing for diverse learners• Identify the writing activities that improve students' reading comprehension• Identify the strategies that help students process information while reading material• Apply writing structures that can be used by students, what understand what they read and by teachers to assess students' understanding• Explain and provide instruction that will help organize text read	<p>Readings: The Hochman Method: Sentence Expansion Read Mosaic of Thought, 2nd Edition, Epilogue</p> <p>Journal Entry # 8: How has your reading of this text added to your understanding of reading comprehension instruction? Have you changed or grown as a reader?</p> <p>Activity: Video _</p> <p>1. https://www.youtube.com/watch?v=-fInpYL7Aag</p> <p>Application Assignment: Sentence expansion The Hochman Method by Judith Hochman</p>
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COURSE ASSIGNMENTS

7 Journal Entries 2-3 pages each

Candidates are to write 7 journal entries responding to the journal prompts and demonstrating a comprehensive grasp of the research, course content and text. Candidates are to detail how the knowledge, skills and use of strategies maximize learning for all students. Candidates are to detail significant depth of reflection and consideration of current practice as it relates to the course reading and content.

Assignment: Lesson Plan and Presentation

100 points

Each candidate will assess a student using the Meta-comprehension strategy Index assessments and design a lesson plan including 2 strategies/approaches from the course designed to target an instructional need in the area of meta-comprehension for the student based on the data.

During Session 7, each candidate will present his/her strategies in a 3-4 minute presentation to include:

- A brief introduction of the instructional context in which this activity would appear (that is, where it fits into a larger lesson and/or sequence of lessons within the specific course and subject.)



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- A demonstration of the strategies as they would appear in the candidate's classroom (other Interns will play the role of students.)
- A debriefing of the strategies, including:
- a brief step-by-step explanation of the strategies of literacy instruction that appeared in the activity, and
- an explanation of why the strategies are appropriate for supporting the literacy of the students based on the data.

Assignment: Lesson Plan and Presentation			
	No Credit	3	4
Administration of assessments and data collection	Does not accurately administers the assessments and does not provide data collection	Adequately administers the assessment and neatly and coherently collects data	Accurately administers the assessment and neatly and coherently collects data
Demonstrates Knowledge, Skills, Abilities, and Application to Data Interpretation	Show little evidence of knowledge or understanding of applicability of content to educational practice	Adequately interprets assessment to align with effective research-based instructional decision making.	Clearly and thoroughly interprets assessment to align with effective research-based instructional decision making.
Develops a literacy lesson plan	Limited to no literacy plan to promote meta-comprehension of literacy in the classroom based on findings	Adequately develops a literacy plan to promote meta-comprehension of literacy in the classroom based on findings	Substantively develops a literacy plan to promote meta-comprehension of literacy in the classroom based on findings
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities	Demonstrates adequate support and access of English Language Learners, gifted and talented students, and students with disabilities	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.
Presentation	Does not present using digital media	Adequately presents lesson plan, finding, and analysis of the data providing a detailed summary and rationale for decision making and instructional decisions utilizing digital media.	Presents a careful and substantive lesson plan including finding, and analysis of the data providing a detailed summary and rationale for decision making and



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			instructional decisions utilizing digital media
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Journal Entries Rubric			
	No Credit	3	4
Demonstrates comprehensive grasp of the research, course content and text	Does not demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>comprehensive grasp</u> of the literacy research behind content specifications as presented in the text and course content ;
Demonstrates profound understanding of how the knowledge, skills, and use of strategies maximize learning of diverse students	Does not reveal an <u>understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Adequately reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Clearly and thoroughly reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;
Significant depth of reflection and consideration of current practice	Does not makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;
Relevant professional vocabulary and specific reference to research	Does not contain or provides little <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; Does not show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Substantively contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities.	Supports the access of English Language Learners, gifted and talented students, and students with disabilities.	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.



LAUSD INSTRUCTIONAL INITIATIVES

- Culturally Relevant and Responsive Education (CRRE)
- Key Access Methodologies
- Multi-Tiered Instruction (Response to Intervention and Instruction (RtI²))
- California Common Core State Standards (CCSS)
- LAUSD Teaching and Learning Framework (TLF)
- Differentiated Instruction

MODELED TEACHING TECHNIQUES

Accessing Prior Knowledge Anticipatory Set Bloom's Taxonomy Brainstorming Choral Reading Flexible Grouping Give One, Get One Guided Group Practice Handing Off Jigsaw Incorporating Depth and Complexity	KWL Charting Learning Logs and Journaling Processing Time Read Aloud Reciprocal Teaching Reflective Practice Think Aloud Think Like a Disciplinarian Think-Pair-Share Timed Activities Wait Time
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PROFESSIONAL CODE OF CONDUCT

District Interns are expected to conduct themselves in a professional manner throughout the program. Failure to meet professional conduct requirements may result in disciplinary action.

Each District Intern will demonstrate:

- j) Effective rapport with District Intern/Human Resources staff, Cohort Members, Instructors and Support Providers/Instructional Support Coaches;
- k) Caring for and providing learning experiences for a culturally relevant learning program;
- l) Success in the teaching and learning process;
- m) A high tolerance for flexibility in accepting change;
- n) An ability to participate fully in the program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills;
- o) An understanding of, and adherence to the instructional requirements, and the rules, policies and procedures of the program;
- p) Professional dress and grooming;
- q) Respect for the District, school and school community; and
- r) Academic integrity by submitting only self-generated work assignments.



ED 804.5

Promoting a Culture of Literacy

Course Syllabus

Sessions 1-8



COURSE DESCRIPTION

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.

COURSE OBJECTIVES

After completing this course, students will be able to:

- Describe the role of reading specialists as literacy coaches and leaders in building a culture of literacy
- Define what is meant by a "Culture of Literacy"
- Develop a literacy plan to promote a culture of literacy in the classroom, school, district, or community.
- Will work with parents, administration or other faculty to collaborate and develop a culture of literacy plan.
- Evaluate a school setting for evidence of a strong culture of literacy
- Articulate strategies to strengthen the school-family-community connection
- Identify and apply culturally responsive teaching strategies to meet the needs of diverse learners.
- Describe the literacy needs of English language learners and their families and the means of meeting those needs in a program committed to the creation of a culture of literacy
- Describe effective peer coaching strategies supportive of the creation of a culture of literacy

STANDARDS

Standards:

Standard 2: Promoting a Culture of Literacy

2.1 The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.



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- 2.2 acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;
- 2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;
- 2.4 and fostering students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and
Appropriate Intervention

- 3.1 The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.
- 3.7 The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.

Standard 4: Integrating Curriculum through Fieldwork

- 4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.

Standard 5: Planning, Organizing, and Providing Literacy Instruction

- 5A1 Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.
- 5A2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
- 5B1 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.

REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, Interns must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- Interns must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements



- All assignments are evaluated based on a 4-point rubric.
- Interns must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in an Intern receiving no credit for the course.

A grade of Incomplete may be assigned for Interns who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

Course Text

The Literacy Coach's Survival Guide: Essential Questions and Practical Answers 2nd Edition, by Cathy A. Toll, International Reading Association ISBN 978-0-87207-156-8

Reference and Support Readings

- "Chapter 1. *What is Literacy Coaching?* and Chapter 2. *How Does Coaching Lead to Change?*" from The Literacy Coach's Survival Guide (our required text) pp 9-27
- Frost, Shari, Roberta Buhle and Camille Blachowicz Effective Literacy Coaching: Building Expertise and a Culture of Literacy (2009)
- Hanson, Matthew, Lizanne DeStefano, Peggy Mueller and Barbara Eason-Watkins "9 Indicators of High Performance in School Literacy Improvement" Presentation at the American Education Research Association Conference (2006)
- International Reading Association The Role and Qualifications of the Reading Coach in the United States (2004)
- Read "How Do Teachers' Expectations Affect Student Learning?" an excerpt from *Motivation to Learn: Integrating Theory and Practice*, by D. Stipek, 2002 p216-221
- Banks, James A. An Introduction to Multicultural Education (2008)
- Davis, Bonnie M. How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies. (2007)
- Education Trust Latino Achievement in America (2006) www.edtrust.org.
- Haskins, Ron and Cecilia Rouse Closing the Achievement Gaps: The Future of Children (2005) www.futureofchildren.org.
- Landsman, Julie *Bearers of Hope*, Educational Leadership. 26–32 (2006).
- Nieto, S. (2004) Affirming Diversity: The Sociopolitical Context of Multicultural Education New York: Pearson
- Rouse, Cecilia, Jeanne Brooks-Gunn, and Sara McLanahan IA Report within School Readiness: Closing Racial and Ethnic Gaps. The Future of Children (2005) www.futureofchildren.org.



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- Balaban, Nancy “Seeing the Child, Knowing the Person” in Ayers, W. (Ed.) To Become a Teacher (1995)
- Forsyth, S. “Challenge Gifted Students with Differentiated Instruction” Online article (2011)
- Fry, Edward Bernard, Jacqueline E. Kress and Dona Lee Fountoukidis The Reading Teacher’s Book of Lists (2000)
- Gardner, Howard Frames of Mind: The Theory of Multiple Intelligences (2011)
- Gipe, John P. Multiple Paths to Literacy: Assessment and Differentiated Instruction for Diverse Learners, K-12 (2006)
- Herrell, Adrienne L. and Michael Jordan 50 Strategies for Teaching English Language Learners (2012)
- Morrow, Lesley Mandel and Linda B. Gambrell eds. Best Practices in Literacy Instruction (2011)
- Moskal, Mary Kay and Ayn F. Keneman Literacy Leadership to Support Reading Improvement: Intervention Programs and Balanced Instruction (2011)
- Rief, Sandra F. and Julie A. Heimburge How to Reach and Teach All Children Through Balanced Literacy (2007)
- Rose, Colin Accelerated Learning (1987)
- Tomlinson, Carol Ann How to Differentiate Instruction in Mixed Ability Classrooms (2004)
- Almasi, Janice F. and Susan J. Hart “Best Practices in Comprehension Instruction” in Mandel-Morrow, Lesley and Linda B. Gambrell (Eds.) Best Practices in Literacy Instruction (2011)
- Braunger, J. and J. Lewis Building a Knowledge Base in Reading (2006)
- Brown, R. “The Road Not Yet Taken: A Transactional Strategies Approach to Reading Comprehension Instruction” *The Reading Teacher*, 61(7), pp 538-547 (2008)
- Gambrell, L.B. and S.A. Mazzoni “Principles of best practice: Finding the common ground” in L.B. Gambrell, L.M. Morrow, S.B. Neuman and M. Pressley (Eds.) Best Practice in Literacy Instruction (1999)
- Graves, Michael F., Connie F. Juel, Bonnie B. Graves and Peter F. Dewitz Teaching Reading in the 21st Century (2010)
- Harp, Bill “Observing the Reading Teacher: Key to Coaching; Key to Supervision” in Shelly B. Wepner and Dorothy S. Strickland (Eds.) The Administration and Supervision of Reading Programs (2008)
- Harvey, Stephanie and Anne Goudvis Strategies That Work: Teaching Comprehension for Understanding and Engagement (2007)
- Kagan, Spencer Kagan Cooperative Learning (1994)
- Paris, S.G., M.Y. Lipson and K.K. Wixson “Becoming a Strategic Reader” *Contemporary Educational Psychology*, 8, pp 293-316 (1983)
- Pressley, M. “Self-regulated comprehension processing and its development through instruction” in L.B. Gambrell, L.M. Morrow, S.B. Neuman and M. Pressley (Eds.) Best Practice in Literacy Instruction (1999)



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- Ruetzel, D. R. “Organizing Literacy Instruction: Effective Grouping Strategies and Organizational Plans” in L.B. Gambrell, L.M. Morrow, S.B. Neuman and M. Pressley (Eds.) Best Practice in Literacy Instruction (1999)
- Taylor, B., L. Harris, P.D. Pearson and G.E. Garcia Reading Difficulties: Instruction and Assessment (1995)
- Bean, R. The Reading Specialist: Leadership for the Classroom, School and Community (2009)
- Frost, Shari, Roberta Buhle and Camille Blachowicz Effective Literacy Coaching: Building Expertise and a Culture of Literacy
- Guskey, T.R. Evaluating Professional Development (2000)
- Moskal, Mary Kay and Ayn F. Keneman Literacy Leadership to Support Reading Improvement
- Reeves, Douglas B. Transforming Professional Development into Student Results (2010)

COURSE SESSIONS

The course is composed of eight consecutive sessions, with each in-seat class session lasting three hours. For each in-seat hour, there are two hours of outside study and preparation.

SESSION 1

Instruction	Readings and Activities
<p>Reading Specialists as Literacy Coaches</p> <p>Topics: Literacy Coaching; Defining Quality in Literacy Programs</p> <ul style="list-style-type: none"> • Describe the historical shift in the roles of reading specialists and the new designation of specialists as literacy coaches • Define the responsibilities of a Literacy Coach • Describe the 9 characteristics of quality literacy programs <p>CTC Standards: 2.1, 2.2, 3.1, 5A1</p>	<p>Readings: “Chapter 1. The Context for a Literacy Coaching Continuum” from Differentiated Literacy Coaching by Mary Catherine Moran</p> <p>“Chapter 1. <i>What is Literacy Coaching?</i> and Chapter 2. <i>How Does Coaching Lead to Change?</i>” from The Literacy Coach’s Survival Guide (our required text) pp 9-27</p> <p>Activities: Journal Entry 1 Why I decided to become a Reading Specialist 1p</p> <p>Small Group Discussion: View the video example of a poorly developed literacy coaching session. Respond to the questions and create a plan to improve this literacy coaching session.</p>

SESSION 2

Instruction	Readings and Activities
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<p>Creating a Culture of Literacy: Focus on the School</p> <p>Topics: Defining a Culture of Literacy Strategies for building a school-wide culture of literacy</p> <ul style="list-style-type: none">• Define what is meant by a “culture of literacy”• Explain why developing a culture of literacy is crucial to our society• Describe the elements of a positive school culture• Identify the ways in which a school’s physical and curricular environments can support the development of a culture of literacy <p>CTC Standards: 2.1, 2.2, 2.3 and 5A1, 5A2</p>	<p>Readings: “Chapter 3. <i>How Do I Influence Teachers?</i> ” from The Literacy Coach’s Survival Guide (our required text) pp 28-39</p> <p>“Chapter 4. <i>How Do I Begin My Work as a Literacy Coach?</i> ” from The Literacy Coach’s Survival Guide (our required text) pp 43-53</p> <p>Activities: Journal Entry 2 Write down ideas influencing teachers in your school 1p</p> <p>Strategy Application – Jigsaw Reading and Gallery Walk In small groups, write down ideas for creating a culture of literacy in your school and develop a poster to share instructional ideas and professional development topics. (Based on Chapters 3 and 4)</p> <p>Assignment: Survey Assignment: Use 3 Posted Handouts from <u>Effective Literacy Coaching</u> to survey the literacy climate of a school.</p>
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SESSION 3

Instruction	Readings and Activities
<p>Creating a Culture of Literacy: Focus on Family and Community Involvement</p> <p>Topics: Extending literacy development beyond the classroom by forming partnerships for learning with family members</p> <ul style="list-style-type: none">• Explain the value of familial involvement in children’s literacy development• Identify the changing demographics that have shaped our school population in the last 50 years	<p>Readings: “Chapter 9. <i>What Do I DO When the Coaching Program Focuses on Initiatives</i> ” from The Literacy Coach’s Survival Guide (our required text) pp 116-129</p> <p>“Six Major Types of Partnerships Between Schools, Families and Communities”</p> <p>Activities: Journal Entry 3 Write a reflection for the following: 1) What major factors have contributed to the success of your school’s family and community involvement efforts? 2) What major factors have limited the success of your school’s family and community involvement efforts? 1p</p>



<ul style="list-style-type: none">• Describe factors that may affect familial involvement in school-home partnerships• List several dynamic and contemporary strategies to engage parents and families in a culture of literacy with their children's schools <p>CTC Standards: 2.1, 2.2, 2.3, 5A1, 5A2</p>	<p>Strategy Application – Jigsaw Discussion: In small groups, discuss ideas for improving family and community partnerships</p> <p>Assignment: Due Session 5</p> <p>Survey Assignment: Survey Assignment: Assessing School, Family and Community Partnerships:</p> <p>1) School provided parenting support; 2) Effective school-to-home and home to school communications; 3) School provided opportunities for recruitment and organization of parental volunteers and support; 4) School initiated parental support for enhancing students' learning at home; 5) Inclusion of community members and families in school decision making and leadership; 6) Collaboration between school, families, students and community members and utilization of multiple resources to strengthen learner literacy development.</p>
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SESSION 4

Instruction	Readings and Activities
<p>Creating a Culture of Literacy: Focus on the Needs of Diverse Learners – The Importance of Culturally Responsive Teaching</p> <p>Topics: Culturally Responsive Teaching Multicultural Literature</p> <ul style="list-style-type: none">• Explain the need for culturally responsive teaching;• Identify characteristics of a culturally responsive learning environment;• Utilize culturally responsive teaching strategies;• Recognize the elements of quality multicultural texts; and• Apply reading strategies with multicultural literature <p>CTC Standards: 1.2, 2.1, 2.2, 3.2, 4.1, 5A2</p>	<p>Readings:</p> <p>(In class) Read “How Do Teachers’ Expectations Affect Student Learning?” an excerpt from Motivation to Learn: Integrating Theory and Practice, by D. Stipek, 2002 p216-221</p> <p>Activities:</p> <p>Journal Entry 4</p> <p>Write a reflection for the following:</p> <p>After reading about the powerful role of teacher expectations on student performance, please think about your own experiences as a student and describe a time when a teacher’s expectations of you (high or low) made a difference in your life, your attitude or your view of your own abilities 1p</p> <p>Strategy Application – Article Discussion: In small groups, after reading about the powerful role of teacher expectations on student performance, please think about your own experiences as a student and describe a time when a teacher’s expectations of you (high or low) made a difference in your life, your attitude or your view of your own abilities. Write your response in your journal then share with your group.</p>



	<p>Assignment: Due Session 5</p> <p>Survey Assignment: Survey Assignment: Assessing School, Family and Community Partnerships:</p> <p>1) School provided parenting support; 2) Effective school-to-home and home to school communications; 3) School provided opportunities for recruitment and organization of parental volunteers and support; 4) School initiated parental support for enhancing students' learning at home; 5) Inclusion of community members and families in school decision making and leadership; 6) Collaboration between school, families, students and community members and utilization of multiple resources to strengthen learner literacy development. (7) Survey your school's disaggregated school wide assessments and district assessments to propose PDs to address the literacy needs to include proposed topics</p> <p>Due Next Session: Book Share- Bring a book with a multicultural perspective that you would use as a teacher to share with your group next week. Be prepared to share its significance to you.</p>
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SESSION 5

Instruction	Readings and Activities
<p>Providing Differentiated Instruction to Meet the Needs of All Learners</p> <p>Topics: Principles of Differentiated Instruction, Learning Styles and Multiple Intelligences Needs and abilities of gifted and struggling readers</p> <ul style="list-style-type: none">• Define the principles and purposes of differentiated instruction• Identify variations in learning style preferences and apply knowledge of multiple intelligences to the creation of	<p>Readings/Video Lecture: Video Lecture by Sir Ken Robinson on Creativity and Education YouTube of an alternate approach to instruction "The Flipped Classroom" Video Lecture by Salman Khan on Individualizing Instruction through Technology</p> <p>Gardner, Howard <u>Frames of Mind: The Theory of Multiple Intelligences</u> (2011)</p> <p>Activities: Journal Entry 5 Write a reflection for the following: 1) Tell why it is important to bring multi-cultural text into the classroom 1p</p> <p>Strategy Application – Jigsaw Discussion: In small groups, share your book with a multicultural perspective that you brought and share its significance to you.</p>



<p>differentiated learning opportunities</p> <ul style="list-style-type: none">• Describe the special needs of struggling readers• Describe the special needs of gifted learners• Identify varied teaching strategies to meet a range of learner needs and abilities <p>CTC Standards: 2.1, 2.2, 2.3, 3.2, 4.1, 5A2</p>	<p>Survey Assignment Due</p> <p>Assignment: Differentiation Assignment: Applying What You Learned – Learner’s Choice Due Week 7</p> <p>Prepare a differentiated lesson plan, based on Bloom's Taxonomy of Cognitive Levels and the following of Gardner's Multiple Intelligences: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial and Bodily Kinesthetic. for reading for the students you are now teaching (grade/ability levels), or will be teaching in the future. List learning activities under each of the 6 thinking levels - Remembering Knowledge; Understanding; Applying; Analyzing; Creating; Evaluating - for these types of intelligence as Gardner defines them: MUSICAL, INTERPERSONAL, INTRAPERSONAL, NATURALISTIC, AND EXISTENTIAL</p>
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SESSION 6

Instruction	Readings and Activities
<p>Best Practices in Literacy Education</p> <p>Topics: Principles of Best Practices Application of Best Practice Strategies</p> <ul style="list-style-type: none">• Define the term “best practices” as this is applied to literacy instruction• Describe 8 research-based principles of best practice• Identify 14 best reading practices and determine the presence of such practices in school settings <p>CTC Standards: 1.2, 2.1, 3.1, 5A1</p>	<p>Readings: <i>How to Effectively Observe Best Practices in the Classroom</i> by Benchmark Education Company</p> <p>Chapter 5. <i>How Can I Communicate Well?</i> and Chapter 6. <i>How Do I Facilitate Coaching Conversations?</i> from The Literacy Coach’s Survival Guide</p> <p>Activities: Journal Entry 6 Write a reflection for the following: My experience as a teacher with a teaching mentor or professional development training. What made it a positive experience? What made it a negative experience? What would you have done differently or plan to replicate? 1p</p> <p>Strategy Application- Small Group Discussion Share your experience with a teaching mentor or in a professional development training with your group.</p> <p>Survey Assignment: Assignment: Differentiation Assignment: Applying What You Learned – Learner’s Choice Due Week 7</p>



	Prepare a differentiated lesson plan, based on Bloom's Taxonomy of Cognitive Levels and the following of Gardner's Multiple Intelligences: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial and Bodily Kinesthetic. for reading for the students you are now teaching (grade/ability levels), or will be teaching in the future. List learning activities under each of the 6 thinking levels - Remembering Knowledge; Understanding; Applying; Analyzing; Creating; Evaluating - for these types of intelligence as Gardner defines them: MUSICAL, INTERPERSONAL, INTRAPERSONAL, NATURALISTIC, AND EXISTENTIAL
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SESSION 7

Instruction	Readings and Activities
Balanced Literacy Topics: The balanced approach to teaching reading and writing <ul style="list-style-type: none">• Define the term “Balanced Literacy”• Identify the 10 components of an effective balanced literacy program• Describe and give examples of teacher/student practice in each of the 5 levels of the literacy continuum – from modeled reading and writing to independent reading and writing• Explain the importance of content area instruction for developing literacy skills and the importance of reinforcing literacy skills to develop content area knowledge CTC Standards: 1.2, 2.3, 3.2, 4.1, 5A2, 5B1	Readings: Benchmark Education Company, <i>"How to Effectively Observe Best Practices in the Classroom"</i> “Switching Gears: Helping Students Move Successfully from Reading Literature to Reading in the Content Areas” by Steve Peha “Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success” by Carnegie Corp of New York Activities: Journal Entry 7 Write a reflection for the following: What is Balance Literacy to you? What does it look like in your classroom? Strategy Application- Design and Display In your group, design a balance literacy lesson plan Survey Assignment Due Today Assignment: Being my own coach. Due Week 8



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	<p>After reading the posted article on our website by Benchmark Education Company, <i>"How to Effectively Observe Best Practices in the Classroom"</i>, choose TWO of the following five best practice principles described in that article: 1) Instructional Balance in Literacy Learning; 2) High-Density Reading and Writing Instruction; 3) Scaffolded Instruction; 4) Self-Directed Learning; or 5) Effective Classroom Management. Your task for this assignment is to be both the teacher and your own literacy coach/mentor</p> <p>All Journal Entries due end of week 7</p>
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SESSION 8

Instruction	Readings and Activities
<p>Literacy Leadership</p> <p>Topics: Organizing Professional Development Training Understanding the Needs of Adult Learners</p> <ul style="list-style-type: none">• Explain why professional development is essential to promoting a culture of literacy• Identify the needs of adult learners: Things to keep in mind when teaching teachers, administrators, school staff and parents• Describe the keys to effective collaboration between literacy coaches and school administrators that lead to the effective development of cultures of literacy <p>CTC Standards: 1.2, 2.1, 2.2, 2.3, 5A2</p>	<p>Readings:</p> <p>Article sharing 10 valuable lessons learned by a literacy coach and a principal working together to create a culture of literacy in their school entitled "Effective Collaboration Between Instructional Coaches and Principals" by Wren & Vallejo (2009)</p> <p>"3 Techniques for Successful Literacy Coaching" by Rosemary T. Taylor, et al. (2007)</p> <p>Read Appendix –<i>A Narrative Bibliography: Where Do These Ideas Come From?</i> in The Literacy Coach's Survival Guide pp145-165 for further clarification of information presented in the text and for additional excellent professional resource recommendations</p> <p>Assuming Leadership as a Literacy Coach. Explain why professional development is essential to promoting a culture of literacy</p> <p>Strategy Application – Collaboration – Presentation: In small groups, discuss ideas for effective collaboration between literacy coaches and school administrators that lead to the effective development of cultures of literacy</p> <p>Prepare a chart or PPT detailing your group's ideas</p> <p>Assignment: Being my own coach. Due Today</p>



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COURSE ASSIGNMENTS
<p>7 Journal Entries – Candidates will submit 7 one-page journal reflections responding to journal prompts. Due end of week 7 20 points each</p> <p>Assignment 1: Survey Assignment: Use 3 Posted Handouts from <u>Effective Literacy Coaching</u> to survey the literacy climate of a school. Due Week 2 12 points</p> <p>Assignment 2: Survey Assignment: Survey Assignment: Assessing School, Family and Community Partnerships: Due Week 5 12 points</p> <p>Assignment 3: Assignment: Differentiation Assignment: Applying What You Learned – Learner’s Choice Create a <u>Differentiated Lesson Plan based on Bloom’s Taxonomy</u> Due Week 7 12 points</p> <p>Assignment 4: Assignment: Being my own coach Due end of Week 8 12 points</p>



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Standards-Based Journal Entry Rubric			
	No Credit	3	4
Demonstrates comprehensive grasp of the research, course content and text	Does not demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>grasp</u> of the literacy research behind content specifications as presented in the text and course content ;	Demonstrates a <u>comprehensive grasp</u> of the literacy research behind content specifications as presented in the text and course content ;
Demonstrates profound understanding of how the knowledge, skills, and use of strategies maximize learning of diverse students	Does not reveal an <u>understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Adequately reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;	Clearly and thoroughly reveals a <u>profound understanding</u> of how the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts, maximizes the learning of diverse students;
Significant depth of reflection and consideration of current practice	Does not makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve;
Relevant professional vocabulary and specific reference to research	Does not contain or provides little <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; Does not show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Substantively contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities.	Supports the access of English Language Learners, gifted and talented students, and students with disabilities.	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.



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Survey and Apply Assignment Rubric			
	No Credit	3	4
Significant depth of reflection and consideration of current practice	Does not make careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve, plan and promote a culture of literacy in the classroom	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate <u>consideration</u> of current practice and ways to improve, plan and promote a culture of literacy in the classroom	Makes careful and substantive analysis demonstrating <u>significant depth</u> of professional reflection on best practice; demonstrate substantive <u>consideration</u> of current practice and ways to improve, plan and promote a culture of literacy in the classroom
Relevant professional vocabulary and specific reference to research	Does not contain or provides little <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; Does not show <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Contains <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; shows <u>correct</u> grammar, punctuation, spelling, and mechanics throughout	Contains substantive <u>relevant professional vocabulary</u> in proper context and <u>specific references to research</u> presented in the text and/or in class ; shows <u>correct</u> grammar, punctuation, spelling, and mechanics throughout
Instructional access to ELLs, gifted and talented students, and students with disabilities	Does not support the access of English Language Learners, gifted and talented students, and students with disabilities.	Supports the access of English Language Learners, gifted and talented students, and students with disabilities.	Substantively supports the access of English Language Learners, gifted and talented students, and students with disabilities.



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MODELED TEACHING TECHNIQUES	
Accessing Prior Knowledge Anticipatory Set Bloom's Taxonomy Brainstorming Choral Reading Flexible Grouping Give One, Get One Guided Group Practice Handing Off Jigsaw Incorporating Depth and Complexity	KWL Charting Learning Logs and Journaling Processing Time Read Aloud Reciprocal Teaching Reflective Practice Think Aloud Think Like a Disciplinarian Think-Pair-Share Timed Activities Wait Time

PROFESSIONAL CODE OF CONDUCT
<p>RLAA candidates are expected to conduct themselves in a professional manner throughout the program. Failure to meet professional conduct requirements may result in disciplinary action.</p> <p>Each District Intern will demonstrate:</p> <ul style="list-style-type: none">s) Effective rapport with District Intern/Human Resources staff, Cohort Members, Instructors and Support Providers/Instructional Support Coaches;t) Caring for and providing learning experiences for a culturally relevant learning program;u) Success in the teaching and learning process;v) A high tolerance for flexibility in accepting change;w) An ability to participate fully in the program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills;x) An understanding of, and adherence to the instructional requirements, and the rules, policies and procedures of the program;y) Professional dress and grooming;z) Respect for the District, school and school community; andaa) Academic integrity by submitting only self-generated work assignments.



Ed 804.6

Practicum

Course Syllabus **Sessions 1-12**



COURSE DESCRIPTION

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.

COURSE OBJECTIVES

At the end of this course, students will be able to:

- Design, implement and evaluate a reading intervention for a diverse group of pupils
- Select individual students to participate in a guided reading intervention based on diverse criteria
- Select a Field-Based mentor/field supervisor based on criteria outlined in the course syllabus and included in the course shell (please see forms in Lesson 2).
- Develop or select an appropriate pre-assessment instrument(s) and/or evaluation tool(s) to establish baseline achievement data and reading challenges/issues for pupils in the group
- 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.
- Develop and implement appropriate reading interventions based on pre-assessments
- Conduct formative assessments during the course of the intervention to affect appropriate changes during the intervention period
- Conduct a post assessment of the intervention to determine intended and unintended impacts on pupils
- Create a **Dossier Case Study Project**: a summary report highlighting findings from assessment data; challenges and opportunities; and recommendations for future work with pupils
- Include relevant artifacts in the report, such as lesson plans, assessments and redacted student work
- Disseminate findings and recommendations from the **Dossier Case Study Project** to peers in the course and to the instructor
- Provide feedback on the effectiveness on the mentor/protégée relationship in the context of the Practicum course



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Standards

Standards:

Standard 4: Integrating Curriculum through Fieldwork

4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.

4.2 Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.

4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, ongoing and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.

4.4 The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.

4.5 Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

Standard 5: Planning, Organizing, and Providing Literacy Instruction

5A1 Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

5A2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

5B1 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.

5.A3 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.

5.A4 Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

5.B1 Candidates plan and teach lessons to students who are different from the candidate, including, ethnic,



cultural, gender, linguistic, and socio-economic differences.

5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

5.B3 Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.

REQUIREMENTS FOR COURSE CREDIT

In order to receive course credit, candidates must fulfill both attendance and coursework requirements as described below.

Attendance Requirements

- Candidates must attend all course sessions, except verified attendance at required PHBAO school events.

Assignment Requirements

- All assignments are evaluated based on a 4-point rubric.
- Candidates must submit assignments in a timely manner, and receive a rubric score of 3 or 4 on all assignments.
- Any assignments that earn scores of 1 or 2, or are missing, will result in an Intern receiving no credit for the course.

A grade of Incomplete may be assigned for Interns who are missing assignments or class time; however, all requirements must be completed within a given time frame in order to receive credit.

COURSE READINGS

Required/Recommended Readings

There are no textbooks or readings for this course, but you are expected to aggregate multifaceted evidence of the skills and competencies acquired during the reading program. You are expected to clearly demonstrate the knowledge thereof in your work with your practicum students and Field-Based Mentor

COURSE SESSIONS

The course is composed of twelve consecutive sessions, with four in-seat class session lasting three hours and eight online interactions with the course instructor and fellow course students.



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SESSION 1 --- IN SEAT CLASS--- *The Dossier Case Study Project*

Instruction	Readings and Activities
Key Topics: 1. The Practicum Experience and Thinking Ahead to the <i>Dossier Case Study Project</i> 2. Choosing a Field Mentor, Study Group and Practicum Setting	Learning Objectives: By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Demonstrate understanding of the parameters and purposes of the Reading Practicum• Collaborate with an experienced professional to serve as a Field-Based Mentor using the guidelines in the syllabus• Identify a diverse group of readers that will participate in a reading intervention• Select and describe a classroom environment where the reading intervention will take place Activities: Discussion Board 1 <ol style="list-style-type: none">1. Post weekly progress check in the discussion board2. Respond to two other classmates Assignments Due: <ol style="list-style-type: none">1. Progress check in the weekly discussion board2. Field-Based Mentor Connection (Connection form due by Session 2)3. 2.Classroom Description (Written draft)4. 3.Description of study group (Written draft)

SESSION 2 ---ONLINE

Instruction	Readings and Activities
Topics: Assessment and Intervention	Learning Objectives: By the end of this lesson, students will be able to: <ul style="list-style-type: none">• Select and deliver an appropriate pre-assessment strategy to establish baseline data for the small group of diverse readers identified• Analyze, summarize and present pre-assessment data• Based on findings from the pre-assessment, select and deliver appropriate reading intervention for the small group of readers identified in Lesson 2 (must be approved by instructor prior to implementation)• Select an appropriate formative assessment to monitor progress during the course of the intervention• Select an appropriate post-assessment strategy to be delivered and analyzed following the Intervention period• Demonstrate practical understanding of analyzing and presenting post-assessment



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	<p>Activities:</p> <p>Discussion Board 2</p> <ol style="list-style-type: none">1. Post weekly progress check in the discussion board2. Respond to two other classmates <p>Assignments Due:</p> <ol style="list-style-type: none">1. Progress check in the weekly discussion board2. Pre-/Post-assessment description (Written draft)3. Pre-assessment findings/analysis (Written draft)4. Intervention description (Written draft)
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SESSION 3 ---ONLINE

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p>	<p>Learning Objectives:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Deliver reading intervention• Monitor and report pupils' progress using the formative assessment strategy <p>Activities:</p> <p>Discussion Board 1</p> <ol style="list-style-type: none">1. Post weekly progress check in the discussion board2. Respond to two other classmates <p>Assignments Due:</p> <ol style="list-style-type: none">1. Progress check in the weekly discussion board2. Maintain weekly notes for final report3. Maintain formative assessments and intervention differentiation4. Schedule and complete 2 formal observations with the field-based mentor (aim for one a month)

SESSION 4 --- IN SEAT CLASS

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p>	<p>Learning Objectives:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Deliver reading intervention• Monitor and report pupils' progress using the formative assessment strategy <p>Activities:</p> <p>Discussion Board 1</p> <ol style="list-style-type: none">1. Post weekly progress check in the discussion board2. Respond to two other classmates



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	<p>3. Meet with your Field-Based Mentor</p> <ul style="list-style-type: none">➤ Discuss progress, challenges, and self-reflection➤ Review observation feedback <p>Assignments Due:</p> <ol style="list-style-type: none">1. Progress check in the weekly discussion board2. Maintain weekly notes for final report3. Maintain formative assessments and intervention differentiation4. Schedule and complete 2 formal observations with the field-based mentor (aim for one a month)
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SESSION 5-7 --- ONLINE

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p>	<p>Learning Objectives:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Deliver reading intervention• Monitor and report pupils' progress using the formative assessment strategy <p>Activities:</p> <p>Discussion Board 1</p> <ol style="list-style-type: none">1. Post weekly progress check in the discussion board2. Respond to two other classmates <p>Assignments Due:</p> <ol style="list-style-type: none">1. Progress check in the weekly discussion board2. Maintain weekly notes for final report3. Maintain formative assessments and intervention differentiation4. Schedule and complete 2 formal observations with the field-based mentor (aim for one a month)

SESSION 8 --- IN SEAT CLASS

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p>	<p>Learning Objectives:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Deliver reading intervention• Monitor and report pupils' progress using the formative assessment strategy <p>Activities:</p> <p>Discussion Board 1</p> <ol style="list-style-type: none">1. Post weekly progress check in the discussion board



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	<ol style="list-style-type: none"> 2. Respond to two other classmates 3. Meet with your Field-Based Mentor <ul style="list-style-type: none"> ➤ Discuss progress, challenges, and self-reflection ➤ Review observation feedback <p>Assignments Due:</p> <ol style="list-style-type: none"> 1. Progress check in the weekly discussion board 2. Maintain weekly notes for final report 3. Maintain formative assessments and intervention differentiation 4. Schedule and complete 2 formal observations with the field-based mentor
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SESSION 9-10 --- ONLINE

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p>	<p>Learning Objectives: By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Deliver reading intervention • Monitor and report pupils' progress using the formative assessment strategy <p>Activities: Discussion Board 1</p> <ol style="list-style-type: none"> 1. Post weekly progress check in the discussion board 2. Respond to two other classmates <p>Assignments Due:</p> <ol style="list-style-type: none"> 1. Progress check in the weekly discussion board 2. Maintain weekly notes for final report 3. Maintain formative assessments and intervention differentiation 4. Schedule and complete 2 formal observations with the field-based mentor (aim for one a month)

SESSION 11 --- ONLINE

Instruction	Readings and Activities
<p>Topics:</p> <p>Delivering and Monitoring the Reading Intervention</p> <p>Post- Assessment and Reporting</p>	<p>Learning Objectives: By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Deliver the post assessment • Analyze, summarize and present post-assessment data • Create a summary report of findings from the post <p>Activities: Discussion Board 1</p> <ol style="list-style-type: none"> 1. Post weekly progress check in the discussion board



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	<p>2. Respond to two other classmates</p> <p>Assignments Due:</p> <ol style="list-style-type: none">1. Post-assessment findings (Written draft, inserted into final report)2. Dossier Project: Upload the summary intervention report, including appendices and selected artifacts (Include revised final drafts of all previously submitted description and analysis, weekly notes, and final assessment analysis)3. Prepare a Digital presentation (any format of your choice) to present to your group and your field-based mentor- Due Session 12
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SESSION 12 --- IN SEAT CLASS- Colloquium

Instruction	Readings and Activities
<p>Topics:</p> <p>Colloquium</p>	<p>Learning Objectives:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Deliver a presentation of their practicum case study to their group and Field-Based Mentor

COURSE ASSIGNMENTS	
<p>Weekly progress check Discussion Board. You must post your progress on the discussion board weekly and respond to two peers. See discussion board rubric for posting criteria. 12 points each</p>	
<p>2 Video Observations to include a Reflective Journal. Reflective Journal must include video observation feedback and reflection. Upload observation forms with entry. 50 points each</p>	
<p>Beyond the Dossier Case Study Project and weekly check-ins, you are responsible for uploading a description of your study group; learning environment; assessment tools used (pre-/post- and formative assessments); and your planned intervention. Guidelines for these assignments can be found in Live-Text under course resources.</p>	
<p>The Dossier Case Study Project: Report of Findings and Recommendations 200 points</p>	
<p>Throughout the practicum, you will be responsible for aggregating multifaceted evidence of the skills and competencies you have acquired during the reading program, demonstrated clearly in your work with pupils and Field-Based Mentor.</p>	
<p>This record of your progress culminates in a Dossier Case Study Project and Presentation Culminating the record of your progress.</p>	



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This report should/may contain:

- Relevant consent forms and permissions
- Your description of the fieldwork site/practicum setting
- Your description of the group of students in your study group
- Relevant demographic/achievement data that lends insight into the group
- Pre-test data and analysis, including recommendations for intervention
- Assessments used in your work, including formative and summative strategies
- A long-term intervention strategy based on understanding of the data (including changes affected based on analyses of formative data)
- Weekly interventions based on the long-term strategy, students' needs with lesson plans
- Progress monitoring data and selected artifacts
- Examples of students' work over the course of the Practicum (student names should be redacted)
- Case studies and interviews (pupils, parents, etc)
- Self-reflections on progress and changes made (should be reflective of weekly check-ins)
- Feedback from field-based supervisors (include the **Observation** forms used by your Field-Based Mentor)
- Video Observation link, forms, feedback and your reflection (journal entries)
- Post-test data and analyses, including recommendations for future interventions

The **Dossier Case Study Project** should demonstrate evidence of what you have learned up to this point through coursework, substantiate the interrelationship between courses as well as demonstrate the integration of theory and practice in the field.

Please remember that you are creating a document for professional purposes, and the reader benefits from smart organization and a flow that is well thought out and orchestrated.

Weekly Progress Check Threaded Discussions		
No Credit	3	4
Does not submit posts in threads and/or does not respond at least once per thread	Submits one substantive post per thread and responds to the postings of at least one other candidate in a reflective fashion per thread	Submits one extremely detailed and highly reflective post, and responds to the postings of more than two candidates per thread
Posts show little evidence of knowledge or understanding of applicability of content to educational practice	Posts show substantive evidence of knowledge or understanding of applicability of content to educational practice	Posts show strong evidence of knowledge or understanding of applicability of content to educational practice.
Posts do not attempt to elicit responses and reflections from other candidates and/or responses do not build upon the ideas of other candidates to take the discussion deeper	Posts attempt to elicit responses and reflections from other candidates and responses build upon the ideas of other candidates to take the discussion deeper	Posts elicit responses and reflections from other candidates and responses build upon and integrate multiple views from other candidates to take the discussion deeper



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Dossier Practicum Rubric			
Criteria	No Credit	3	4
Culture of Literacy	<p>Dossier presents limited information on the school or intervention setting. No connection is made between the setting and student motivation or a culture of literacy.</p> <p>Dossier includes little to no suggestions to strengthen the culture of literacy and improve student engagement, as applicable.</p> <p>Dossier minimally references the demographics of the study group.</p> <p>There is no/limited evidence in the Dossier that the Candidate considered any aspect of diversity when planning and delivering instruction.</p> <p>There is little to no evidence the Candidate employed culturally responsive teaching methods to differentiate instruction, as applicable.</p>	<p>Dossier presents information on the school or intervention setting to evaluate evidence of a culture of literacy and/or how the environment supports student literacy development and motivation.</p> <p>Dossier includes suggestions to strengthen the culture of literacy and improve student engagement, as applicable.</p> <p>Dossier details the demographics of the larger school site and/or the intervention group, including relevant information about ethnicity, language, culture, gender, and SES factors.</p> <p>There is evidence the Candidate employed culturally responsive teaching methods to differentiate instruction, as applicable.</p>	<p>Dossier clearly presents information on the school or intervention setting to evaluate evidence of a culture of literacy and/or how the environment supports student literacy development and motivation.</p> <p>Dossier clearly includes suggestions to strengthen the culture of literacy and improve student engagement, as applicable.</p> <p>Dossier clearly details the demographics of the larger school site and/or the intervention group, including relevant information about ethnicity, language, culture, gender, and SES factors.</p> <p>There is strong evidence the Candidate employed culturally responsive teaching methods to differentiate instruction, as applicable.</p>
Assessment	<p>Dossier provides limited to no details as to the Candidate's selection of pre-/post- assessment tools, including formative and summative assessments.</p> <p>Limited or no attention is given to why each</p>	<p>Dossier provides the Candidate's selection of pre-/post- assessment tools, including formative and summative assessments.</p> <p>Attention is given to why some assessment tools were selected, the</p>	<p>Dossier clearly and cohesively details the Candidate's thoughtful selection of pre-/post- assessment tools, including formative and summative assessments.</p> <p>Attention is given to</p>



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	<p>assessment tool was selected, the attributes and administration of the assessment, and its relative validity/reliability. Dossier provides little to no evidence of the Candidate's ability to analyze and summarize the results of assessments in a meaningful way.</p> <p>Dossier does not provide strong overt evidence that the Candidate can interpret assessment data and use the results to guide instructional choices and to differentiate intervention.</p> <p>The correlation between the assessment data and the Candidate's instructional choices is not clear.</p>	<p>attributes and administration of the assessment, and its relative validity/reliability.</p> <p>Dossier provides some evidence of the Candidate's ability to analyze and summarize the results of assessments in a meaningful way.</p> <p>Dossier provides evidence that the Candidate can interpret assessment data and use the results to guide instructional choices and to differentiate intervention.</p> <p>The correlation between the assessment data and the Candidate's instructional choices is clear.</p>	<p>why each assessment tool was selected, the attributes and administration of the assessment, and its relative validity/reliability.</p> <p>Dossier provides strong overt evidence of the Candidate's ability to analyze and summarize the results of assessments in a meaningful way.</p> <p>Dossier provides strong overt evidence that the Candidate can interpret assessment data and use the results to guide instructional choices and to differentiate intervention.</p> <p>The correlation between the assessment data and the Candidate's instructional choices is extremely clear.</p>
Instruction	<p>Dossier provides little to minimal or no evidence of the Candidate's strong ability to plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.</p> <p>Dossier does not confirm the Candidate's purposeful use of</p>	<p>Dossier provides some evidence of the Candidate's ability to plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.</p> <p>Dossier confirms the Candidate's use of modeling and his/her</p>	<p>Dossier provides convincing evidence of the Candidate's strong ability to plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.</p> <p>Dossier strongly confirms the Candidate's purposeful use of</p>



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	modeling and his/her ability to select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.	ability to select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.	modeling and his/her ability to select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.
21st Century Literacy	Dossier offers no/limited evidence of Candidate's knowledge of the critical aspects of 21st Century Literacy. It is not evident or clear that the Candidate is comfortable facilitating student use of multiple digital and informational literacies.	Dossier offers evidence of Candidate's knowledge of the core aspects of 21st Century Literacy and their ability to facilitate student use of multiple digital and informational literacies, as applicable and appropriate.	Dossier offers convincing evidence and details of Candidate's thorough knowledge of the critical aspects of 21st Century Literacy and their ability to facilitate student use of multiple digital and informational literacies, as applicable and appropriate.

Video Observation and Instruction		
No Credit	3	4
Performance provides <i>little or no</i> evidence of the teacher's ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.	Performance provides <i>clear</i> evidence of the teacher's ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth	Performance provides <i>clear, consistent, and convincing</i> evidence of the teacher's ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.
Performance provides little or no evidence that <i>the teacher is able</i> to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.	Performance provides clear evidence that the <i>teacher is able</i> to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.	Performance provides clear, consistent, and convincing evidence that the <i>teacher is able</i> to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.
Feedback and reflection demonstrate little or no collaboration and/or reflection to input.	Feedback and reflection demonstrate collaboration and reflective response to input.	Feedback and reflection demonstrate strong collaboration and reflective and thoughtful response to input.



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LAUSD INSTRUCTIONAL INITIATIVES

- Culturally Relevant and Responsive Education (CRRE)
- Key Access Methodologies
- Multi-Tiered Instruction (Response to Intervention and Instruction (RtI²))
- California Common Core State Standards (CCSS)
- LAUSD Teaching and Learning Framework (TLF)
- Differentiated Instruction

MODELED TEACHING TECHNIQUES

Accessing Prior Knowledge Anticipatory Set Bloom's Taxonomy Brainstorming Choral Reading Flexible Grouping Give One, Get One Guided Group Practice Handing Off Jigsaw Incorporating Depth and Complexity	KWL Charting Learning Logs and Journaling Processing Time Read Aloud Reciprocal Teaching Reflective Practice Think Aloud Think Like a Disciplinarian Think-Pair-Share Timed Activities Wait Time
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PROFESSIONAL CODE OF CONDUCT

RLAA Candidates are expected to conduct themselves in a professional manner throughout the program. Failure to meet professional conduct requirements may result in disciplinary action.

Each RLAA candidate will demonstrate:

- a) Effective rapport with District Intern/Human Resources staff, Cohort Members, Instructors and Support Providers/Instructional Support Coaches;
- b) Caring for and providing learning experiences for a culturally relevant learning program;
- c) Success in the teaching and learning process;
- d) A high tolerance for flexibility in accepting change;
- e) An ability to participate fully in the program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills;
- f) An understanding of, and adherence to the instructional requirements, and the rules, policies and procedures of the program;
- g) Professional dress and grooming;
- h) Respect for the District, school and school community; and
- i) Academic integrity by submitting only self-generated work assignments.

District Intern Personnel

Roles and Responsibilities

LAUSD

Position	Personnel		Duties
Supervisors	Patricia Pernin, Ed.D., Administrative Coordinator		Coordinates all District Intern Programs, provides support and professional growth for all members of the staff, evaluates District Intern Staff, monitors implementation of District Intern courses and addresses all personnel issues.
	Tracy Eagle, Ed.D., Specialist Felissa Luque, Ed.D., Specialist		Specialists may evaluate personnel and may address any personnel issues when necessary. The Specialist position also includes all Adviser duties.
Faculty	Full Time Faculty (DI Staff) Patricia Pernin, Ed.D. Tracy Eagle, Ed.D. Felissa Luque, Ed.D. Thierry Rackley, M.A. Richard Wu, B.S. Enrique Felix, B.A. Carla Smith, M.S. Yinka Dalas, M.S.	Part Time Faculty ARAIZA, OMAR BAYLYFF, KIMBERLY BENNETT, MARIE BOOKER, CHEVON BRAVO, RALPH CORNETT, DAVID DE LEON, LORRAINE DENNIS, DEBORAH DORMAN, ALICIA EDEN, MIRIAM ENRIQUEZ, PATTY MITCHELL, MAGAN MONROY, NORMA MULLER, BRIAN MULTER, MONICA NISTHAL, VERONICA NOGAWA, KRISTINE PADILLA, SELIN PINA, KAREN QUINTANILLA, SANDRA REYES, GEORGE RHEE, LISA ROBLES, ANGELA	In the District Intern Program all Instructional Faculty teach Intern courses. The writing of curriculum is under the direction of the Advisers, Specialists and Administrative Coordinator or District Intern Staff (DI Staff). Other faculty may assist with the development of the curriculum if their background is in alignment with the curriculum being developed.

		FELICILDA, MARITES DANA GALDAMEZ, ISELA GARLINGTON, SUKARI HEDYEH GOMEZ, CELIA HAREDEMION, DEANNA HASHIMOTO, YOLANDA HERNANDEZ, TRINIDAD HUNSBERGER, KYLE JACKSON BASSETT, GAIL KIDD, LINDA KIM, DAVID LELEA, RACHEL LICASSI, VINCENT LOPEZ BREAUX, LOPEZ, ANGELA MACCARONE, STEPHEN MARTINEZ, ERIBERTO MC CANN, CINDY	RODRIGUEZ, LETICIA SAMOS, EVELYN FFIKES, SAMUEL, GILBERTO SAN RAMON, JAVIER SANTANA, LINDA SCHLATTER, GOLSHAN, REBECCA SEPE, TIFFANY SHELL, LONNIE SMITH, CARLA SOKOL, FALYN TABATA, KELLY TAMAY, GLENDA TODD, MARK TUNSTILL, SANDRA UDICKI, ROSE VALLE-ALVARADO, Blanca VARELA, PATRICIA WALTERS, LAUREN WATSON, TANGYE WU, RICHARD MICHAEL YOUNG, LINDSAY	
Mentors	Classroom teachers and DI Staff and selected Part Time Faculty who have successfully completed the screening process.			Provide classroom support as indicated by the duties and responsibilities described by

Advisers			the roles and responsibilities document for Support Providers.
	<p align="center">Full Time Faculty (DI Staff)</p> <p>Patricia Pernin, Ed.D., Administrative Coordinator Tracy Eagle, Ed.D., Specialist Felissa Luque, Ed.D., Specialist Thierry Rackley, M.A. Richard Wu, B.S. Enrique Felix, B.A. Carla Smith, M.S. Yinka Dallas, M.S.</p>		All advisers are responsible for writing curriculum and professional development. Advisers are also responsible for training all instructional facilitators (faculty) through planned Cadre meetings. Advisers develop intervention sessions during the winter and spring breaks and provide one-on-one consultation about coursework when needed. They maintain the data base for their assigned Interns and ensure that their Interns are completing coursework in a timely manner per the prescribed timeline provided to each Intern. The “Specialist” title is an LAUSD title that is an administrative position. The “Teacher Adviser” title is an LAUSD title that is a teacher position.
Instructional Faculty for all coursework	<p>Full Time Faculty (DI Staff)</p> <p>Patricia Pernin, Ed.D. Tracy Eagle, Ed.D. Felissa Luque, Ed.D. Brian Muller, Ed.D. Thierry Rackley, M.A. Richard Wu, B.S. Enrique Felix, B.A. Stephen Maccarone, BA</p>	<p>Part Time Faculty</p> <p>ARAIZA, OMAR BAYLYFF, KIMBERLY BENNETT, MARIE BOOKER, CHEVON BRAVO, RALPH CORNETT, DAVID DE LEON, LORRAINE DENNIS, DEBORAH DORMAN, ALICIA EDEN, MIRIAM</p> <p>MITCHELL, MAGAN MONROY, NORMA MULLER, BRIAN NISTHAL, VERONICA NOGAWA, KRISTINE PADILLA, SELIN PINA, KAREN QUINTANILLA, SANDRA RACKLEY, THIERRY REYES, GEORGE</p>	Programs are provided according to the needs of the District Intern Participants. Professional development is beyond the prescribed coursework and is normally held during the winter and spring break. Any faculty member may provide the Professional Development pending approval of material and content by the DI staff.

	<p>ENRIQUEZ, PATTY FELICILDA, MARITES FIKES, DANA GALDAMEZ, ISELA GARLINGTON, SUKARI GOLSHAN, HEDYEH GOMEZ, CELIA HAREDEMION,</p> <p>HASHIMOTO, YOLANDA HERNANDEZ, TRINIDAD HUNSBERGER, KYLE JACKSON BASSETT, GAIL KIDD, LINDA KIM, DAVID LELEA, RACHEL LICASSI, VINCENT LOPEZ BREAUX, MICHAEL LOPEZ, ANGELA MACCARONE, STEPHEN MARTINEZ, ERIBERTO MC CANN, CINDY</p>	<p>RHEE, LISA ROBLES, ANGELA RODRIGUEZ, LETICIA SAMOS, EVELYN SAMUEL, GILBERTO SAN RAMON, JAVIER SANTANA, LINDA SCHLATTER, REBECCA SEPE, TIFFANY DEANNA SHELL, LONNIE SOKOL, FALYN TABATA, KELLY TAMAY, GLENDA TODD, MARK TUNSTILL, SANDRA UDICKI, ROSE VALLE-ALVARADO, Blanca VARELA, PATRICIA WALTERS, LAUREN WATSON, TANGYE YOUNG, LINDSAY</p>	
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Los Angeles Unified School District

Credential Programs Unit Evaluation Plan





Los Angeles Unified School District
Human Resources Division
Intern, Credentialing, and Added Authorization Program - iCAAP



MEMBERS OF THE BOARD

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LOS ANGELES UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE OFFICES

DIVISION OF SPECIAL EDUCATION
333 South Beaudry Avenue, 17th Floor
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BETH KAUFFMAN
Associate Superintendent

Patricia Pernin, Ed.D.
Administrative Coordinator
Los Angeles Unified School District
Human Resources Division
333 S. Beaudry Avenue
Los Angeles CA 90017

February 7, 2019

Dear Dr. Patricia Pernin,

Please accept this letter as the Los Angeles Unified School District (LAUSD) Division of Special Education's endorsement of the proposed Reading and Literacy Specialist Added Authorization. As the largest service provider for special education students in California, we are pleased with the prospects that the proposed added authorization can provide, preparing our teachers to better serve struggling readers as part of a multi-tiered system of supports (MTSS).

With the passage of AB1369, the District is experiencing a high demand to address the needs of our students with challenges in reading and literacy. It is imperative that we have teachers highly skilled in identifying and providing effective reading instruction. The Reading and Literacy Specialist Added Authorization is designed to ensure that students who have dyslexia or characteristics of dyslexia could have their educational needs met by either general or special education teachers depending on the intensity of their needs. The LAUSD Division of Special Education supports the Reading and Literacy Specialist added authorization to ensure that every school can be afforded the opportunity to have a teacher with an expertise in using diagnostic assessments for ongoing progress monitoring and data analysis to select and implement evidence-based interventions tailored to students' literacy needs.

The Smarter Balance Assessment English Language Arts scores and California Schools Dashboard indicators reflect that many of our students are performing below standard and require intensive interventions. Our District like many others face the challenge of helping teachers address the reading and literacy needs of a diverse population in which personalized targeted interventions are required. To ensure all students have access to effective reading instruction, we need teachers who can demonstrate deep content knowledge and



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specific teaching expertise that they will obtain through achieving this added authorization. Teachers are not currently prepared to meet these demands and this added authorization will encourage our teachers to develop and share an expertise to address a statewide issue.

General and special education teachers who earn the Reading and Literacy Specialist Added Authorization will help build capacity within the district. They will use their expertise to consult with staff to develop, implement, and adapt reading and literacy instructional materials and strategies to maximize resources. Teachers who complete the program will be able to modify instructional practices utilizing appropriate assessment tools to diagnose and group for instruction, use technology/digital literacy and determine which students can be properly placed in and exit from tiered literacy interventions. This practice will allow more students to have their educational needs addressed within a general education MTSS model, reducing the number of students who may be referred for special education services or placed in more restrictive settings.

LAUSD supports the Reading and Literacy Specialist Added Authorization as it would serve to improve our teaching practice, and better prepare our general and special education teachers to educate all students. If you have any further questions please do not hesitate to contact me at 213 241-6701.

With Regards,

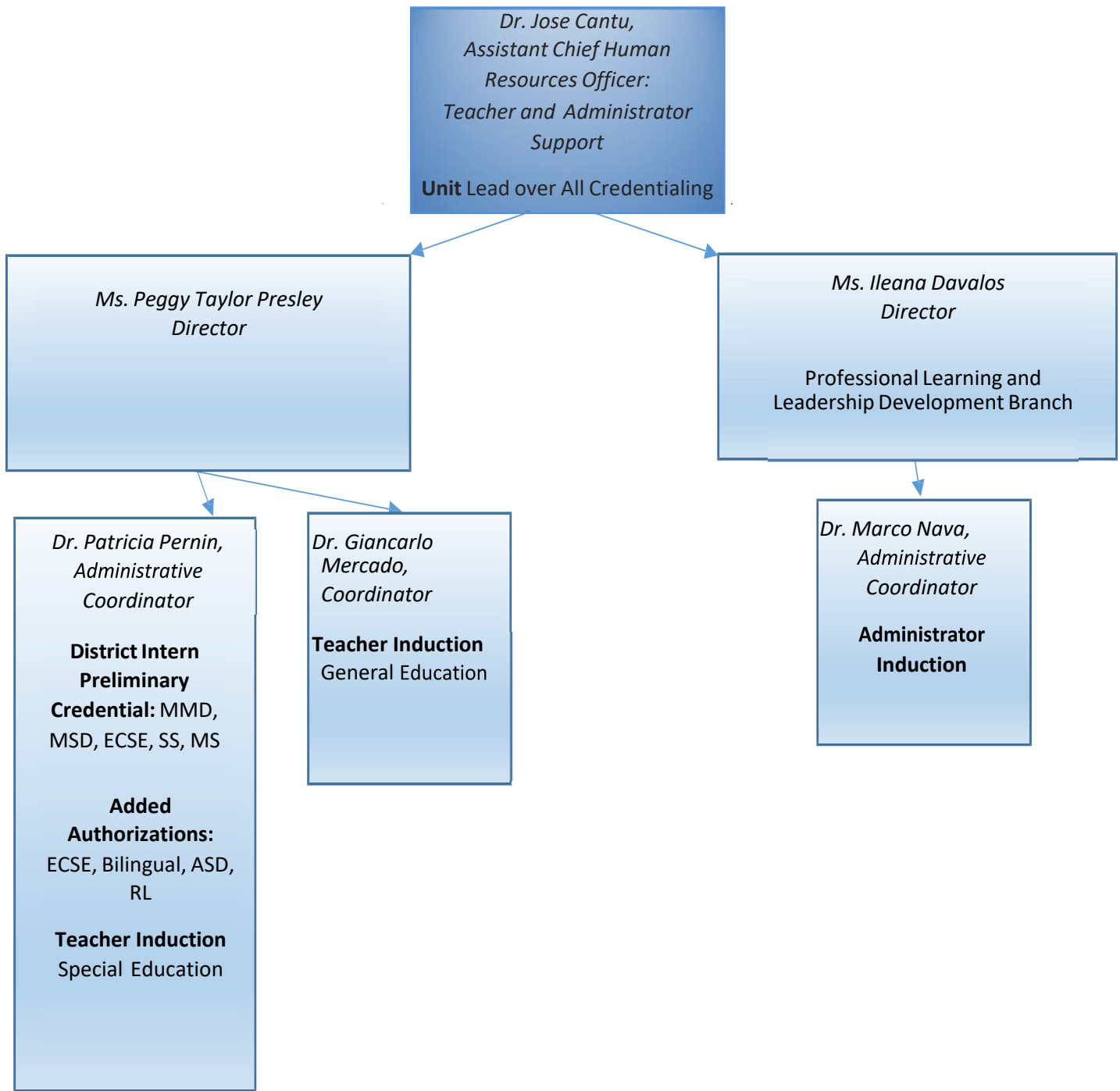
Beth Kauffman,
Associate Superintendent



Los Angeles Unified School District
Human Resources Division
Intern, Credentialing, and Added Authorization Program - iCAAP



Superintendent Austin Beutner





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

Programs

General Education Program

Multiple Subject Preliminary

Single Subject Preliminary

Education Specialist Preliminary Program

Mild/Moderate

Moderate/Severe

Early Childhood Special Education

Teacher Induction Program

Added Authorization Program

Autism Spectrum Disorder

Early Childhood Special Education

Bilingual: Spanish, Mandarin, Korean, French

Reading and Literacy (Pending)

2019 - 2020



Los Angeles Unified School District
Human Resources Division
Intern, Credentialing, and Added Authorization Program - iCAAP



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Los Angeles Unified School District
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Los Angeles Unified School District

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Human Resources Division

Jose R. Cantu, Ed.D.
Assistant Chief Human Resources Officer

Certificated Recruitment, Selection, and Credential Services

Bonnie Ratner	Alma Morales
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Credentialing and Added Authorization Programs: District Intern Program, Clear Education Specialist Induction Program, District Intern Induction Program, Early Childhood Special Education Added Authorization Program, Autism Spectrum Disorder Added Authorization

Administrative Coordinator

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Program Specialist

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Teacher Expert

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Program Teacher Advisers

Yinka Dallas, M.Ed.	Patricia Enriquez, M.S., M.A.	Jose Pallares, M.A.
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Program Support Staff

Jakira Terrance
Secretary



Los Angeles Unified School District
Human Resources Division
Intern, Credentialing, and Added Authorization Program - iCAAP
Professional and Development Plan (PDP)



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.

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

- **General Education Preliminary Credential:** Multiple Subject and Single Subject: English, Science, and Mathematics
- **Preliminary Education Specialist Credential:** Mild/Moderate Disabilities (MMD), Moderate/Severe Disabilities (MSD), Early Childhood Special Education (ECSE)

As of June 2019, more than 14,000 teachers have earned their teacher certifications with LAUSD.



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Professional and Development Plan (PDP)



Professional Development Plan Overview

Intern Program:

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

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

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

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

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

Teacher Induction: The iCAAP **Teacher Induction** Program prepares Education Specialists and District Intern graduates for the **California Clear Credential**. The intent of the 24-month 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).

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).



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Multiple Subject Course Sequence:

Pre-Service Orientation (160 Hours)

Course Number	Course Title	Salary Points
Ed 222.1	Pre-Service Orientation A	4
Ed 222.2	Pre-Service Orientation B	4
8 Total		

Preparation Phase:

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



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Multiple Subject Course Descriptions

Pre-Service Orientation (160 Hours)- iCAAP Intern

Ed 222.1, Ed 222.2 Pre-Service Orientation

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

Candidates participate in four instructional modules:

- Teaching English Learners,
- Special Education,
- 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/severe disabilities;
- movement, mobility, and health needs of students with mild/moderate/severe disabilities;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

Multiple Subject Course Descriptions

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

Ed 100.10b Cultural Community Connections (Multicultural)

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



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Ed 402.1a Portfolio Practicum A (Year 1: Multiple Subject)

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

Ed 402.1b Portfolio Practicum B (Year 2: Multiple Subject)

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. 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 event of the Portfolio Practicum is the Exit 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), and/or the Education Specialist Standards (MMD, MSD, ECSE), as determined by the credential being earned.

Ed 200.1 Organizing and Managing the Classroom Environment

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

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

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



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

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

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

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

Ed 200.16 Voices of Diversity (Multicultural)

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

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

Interns expand their understanding of how to plan for and provide effective instruction for English Learners. Topics include methods to 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; psychological and societal influences; and the historical and legal context of bilingual education.

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

This course shows how integrating art into an elementary school curriculum can enhance students' learning outcomes. Elementary students expand their knowledge base by learning more about the different visual and performing arts: music, dance, theatre, and art. Through the complementary visual and performing arts instruction, Interns will gain a deeper appreciation of the core academic subject. Further, integrating arts into



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academics allows elementary school teachers to engage more students including those with diverse learning needs, such as our students benefiting from Special Education services and our English Learners. Interns will learn more about each area: music, dance, theatre, and art. Interns will learn more about the California Visual and Performing Arts Standards and how they complement the California Standards for English Language Development, Mathematics, Science, and Social Science at each grade level. Interns will learn how to implement the California Visual and Performing Arts Framework in their classroom. They will learn how to incorporate the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications.

Ed 217 Curriculum and Methods of Teaching Health/Physical Education

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

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

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

Participants understand that an important outcome of social studies in American schools is to develop in students an understanding of democratic values, of the need for 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)



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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.

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

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

Ed 220b Foundations of Education

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

Ed 228ab CalTPA Instructional Cycle 1

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



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materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

Ed 228c CalTPA Instructional Cycle 2

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

Ed 200.17 Co-Teaching and Collaboration

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

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

Ed 304a Curriculum and Methods of Teaching Mathematics

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

Ed 304b Curriculum and Methods of Teaching Science

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



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Single Subject Course Sequence:

Pre-Service Orientation (160 Hours)

Course Number	Course Title	Salary Points
Ed 300.1	Pre-Service Orientation A	4
Ed 300.2	Pre-Service Orientation B	4
8 Total		

Preparation Phase

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



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Single Subject Course Descriptions

Pre-Service Orientation (160 Hours)- iCAAP Intern

Ed 300.1, Ed 300.2 Pre-Service Orientation

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

Candidates participate in four instructional modules:

- Teaching English Learners,
- Special Education,
- 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/severe disabilities;
- movement, mobility, and health needs of students with mild/moderate/severe disabilities;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

Single Subject Course Listing

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

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

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



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Ed 100.10b Cultural Community Connections (Multicultural)

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

Ed 200.1 Classroom Organization and Management

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

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

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

Ed 200.2 Advanced Classroom Management, Managing Antisocial Behavior

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

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

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

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

Interns plan and develop developing a new standards-based, content-specific (English, Math, or Science) instructional sequence which reflects interdisciplinary instruction (with a focus on the integration of arts) and



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the extension of students' learning and thinking. They will also explore methods to engage students in their learning and to address students' misconceptions.

Ed 211.11g Curriculum and Methods of Teaching English Language Learners

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. Topics include methods to 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; psychological and societal influences; and the historical and legal context of bilingual education.

Ed 200.13 Educational Technology

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

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

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

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

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

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

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

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



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techniques for learning about students and the funds of knowledge they bring to the classroom, as well as extending learning through appropriate questioning strategies.

Ed 200.16 Voices of Diversity (Multicultural)

This course explores aspects of educational equity, cultural and linguistic diversity, and how culture and identity 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.

Ed 200.17 Co-Teaching and Collaboration

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

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

Ed 402.1a Portfolio Practicum A (Year 1: Single Subject)

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

Ed 402.1b Portfolio Practicum B (Year 1: Single Subject)

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides



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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. 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 event of the Portfolio Practicum is the Exit 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), and/or the Education Specialist Standards (MMD, MSD, ECSE), as determined by the credential being earned.

200.2 Advanced Classroom Management: Managing Antisocial Behavior

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

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

Interns explore intensive research-based reading and language arts methodologies appropriate for all students including English Learners, Standard English Learners and students with disabilities. Interns are provided with the necessary tools to teach reading in the content area, including specific strategies to develop Interns' ability to teach reading in way that meet students' individual needs. Classroom textbooks are used to assist in the integration of literacy skills within subject material. The course also includes strategies for intensive vocabulary development for English Learners and struggling readers, and explicitly addresses the four domains of language arts: reading writing, listening and speaking.

Ed 220b Foundations of Education

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

Ed 228ab CalTPA Instructional Cycle 1

Interns meet in person and digitally to receive support and feedback as they successfully complete the CalTPA assessments, which are a requirement for the preliminary credential. Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, Interns demonstrate how they select an appropriate learning objective(s), determine what they expect their students to learn and how they will assess that learning, and develop



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content-specific activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how they monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As they teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

Ed 228c CalTPA Instructional Cycle 2

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

Special Education Course Sequence:



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iCAAP (DI) – Mild to Moderate Disabilities (MMD)

Pre-Service Orientation (160 Hours)

Course Number	Course Title	Salary Points
Ed 500.1	Pre-Service Orientation A	4
Ed 500.2	Pre-Service Orientation B	4
8 Total		

Preparation Phase

Course Number	Course Title	Salary Points
Ed 211.11g	Current Methods of Teaching English Language Learners (Multicultural)	1
Ed 402.1a	Portfolio Practicum A (Year 1: MMD)	3
ESEd 321 a/b	Classroom Management and Positive Behavior Support	2
Ed 202a	Curriculum and Methods for Teaching Reading and English Language Arts	1
Ed 202b	Curriculum and Methods for Teaching Reading and English Language Arts	1
Ed 100.10a	Teaching and Learning in a Multicultural Society (Multicultural)	1
ESEd 562	English Language Learners with Special Education Needs (Multicultural)	1
ESEd 409	Special Educational Laws and Disabilities	1
Ed 402.1b	Portfolio Practicum (Year 2: MMD)	3
Ed 304a	Curriculum and Methods of Teaching Mathematics	1
Ed 304b	Curriculum and Methods of Teaching Science	1
ESEd 402c	Reading for Students with Special Needs	1
ESEd 510	Transition, Vocational and Career Development	1
ESEd 508	Methods of Teaching Reading and English Language Arts in Social Studies, Math, and Science (MMD)	1
Ed 218	Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus	1
ESEd 514	Advanced Assessment, Curriculum, Instruction, and Program Evaluation (MMD)	2
ESEd 406	Collaboration and Communication Skills for Special Education	1
Current Cardiopulmonary Resuscitation (CPR) Verification		0
Successful Completion of RICA		0
23 Total		



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Special Education Course Sequence:
iCAAP – Moderate to Severe Disabilities (MSD)

Pre-Service Orientation (160 Hours)

Course Number	Course Title	Salary Points
Ed 500.1	Pre-Service Orientation A	4
Ed 500.2	Pre-Service Orientation B	4
8 Total		

Preparation Phase

Course Number	Course Title	Salary Points
Ed 211.11g	Current Methods of Teaching English Language Learners (Multicultural)	1
Ed 402.1a	Portfolio Practicum (Year 1: MSD)	
3		
ESEd 321 a/b	Classroom Management and Positive Behavior Support	2
Ed 202a	Curriculum and Methods for Teaching Reading and English Language Arts	1
Ed 202b	Curriculum and Methods for Teaching Reading and English Language Arts	1
Ed 100.10a	Teaching and Learning in a Multicultural Society (Multicultural)	1
ESEd 562	English Language Learners with Special Education Needs	1
ESEd 406	Collaboration and Communication Skills for Special Education	1
ESEd 409	Special Educational Laws and Disabilities	1
Ed 402.1b	Portfolio Practicum (Year 2: MSD)	
3		
Ed 304a	Curriculum and Methods of Teaching Mathematics	1
Ed 304b	Curriculum and Methods of Teaching Science	1
ESEd 402c	Reading for Students with Special Needs	1
ESEd 510	Transition, Vocational and Career Development	1
ESEd 325	Methods of Teaching Movement, Mobility and Health Care (MSD)	1
ESEd 322	Assessment, the IEP, and Instruction for Moderate/Severe Disabilities (MSD)	1
Ed 218	Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus (Multicultural)	1
ESEd 425	Methods of Developing Interpersonal and Social Interaction Skills (MSD)	1
Current Cardiopulmonary Resuscitation (CPR) Verification		0
Successful Completion of RICA		0
23 Total		



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Special Education Course Sequence:
Credentialed Educators Now Teaching Special Education (CENTSE)
– Mild to Moderate Disabilities (MMD)

Pre-Service Orientation (80 Hours)

Course Number	Course Title	Salary Point
Ed 500.1	Pre-Service Orientation B	4
4 Total		

Preparation Phase

Course Number	Course Title	Salary Points
ESEd 409	Special Educational Laws and Disabilities	1
ESEd 406	Collaboration and Communication Skills for Special Education	1
EEd 402.1b 3	Portfolio Practicum (1 year: MMD)	
ESEd 508	Methods of Teaching Reading and English Language Arts in Social Studies Math, and Science (MMD)	1
ESEd 562	English Language Learners with Special Education Needs	1
ESEd 402c	Reading for Students with Special Needs	1
ESEd 321 a/b	Classroom Management, and Positive Behavior Support	2
ESEd 514 a/b	Advanced Assessment, Curriculum, Instruction, and Program Evaluation (MMD)	2
ESEd 510	Transition, Vocational and Career Development	1
13 Total		



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Special Education Course Sequence:
Credentialed Educators Now Teaching Special Education (CENTSE)
– Moderate to Severe Disabilities (MSD)

Pre-Service Orientation (80 Hours)

Course Number	Course Title	Salary Point
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Ed 500.1	Pre-Service Orientation B
4	

4 Total

Preparation Phase

Course	
Number	Course Title
Salary Points	

ESEd 409	Special Educational Laws and Disabilities
1	

ESEd 406	Collaboration and Communication Skills for Special Education
1	

Ed 402.1b	Portfolio Practicum (1 year: MSD)
3	

ESEd 325	Methods of Teaching Movement, Mobility and Health Care (MSD)
1	

ESEd 562	English Language Learners with Special Education Needs
1	

ESEd 402c	Reading for Students with Special Needs
1	

ESEd 321 a/b	Classroom Management, and Positive Behavior Support
2	

ESEd 425	Methods of Developing Interpersonal and Social Interaction Skills (MSD)
1	

ESEd 322	Assessment, the IEP and Instructional Moderate Severe Disabilities
1	

ESEd 510	Transition, Vocational and Career Development
1	

13Total

Special Education Course Descriptions

Pre-Service Orientation (160 Hours) - iCAAP Intern

EEd 500.1, EEd 500.2 Pre-Service Orientation

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

Candidates participate in four instructional modules:

- Teaching English Learners,
- Special Education,
- 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/severe disabilities;
- movement, mobility, and health needs of students with mild/moderate/severe disabilities;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

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

EEd 500.1 Pre-Service Orientation

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

Candidates participate in four instructional modules:

- Teaching English Learners,
- Special Education,
- 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/severe disabilities;
- movement, mobility, and health needs of students with mild/moderate/severe disabilities;
- use of technology in the classroom;
- collaboration and communication skills; and
- Los Angeles Unified School District initiatives and policies.

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

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

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

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

Interns will review the theoretical framework of language acquisition and gain practical strategies to

increase students' English language proficiency and literacy development. Interns will discuss the five

areas of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) and review

strategies to address each within their instruction. Interns will also share instructional practices and participate in reflective discussions of their own pedagogy and learning outcomes. Further, the course will explore the development of writing skills including both encoding strategies and written expression. Our discussion of literacy instruction will emphasize the development of differentiated instructional practices that provide both rigor and accessibility to all students, including students with disabilities and English language learners.

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

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

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

Interns expand their understanding of how to plan for and provide effective instruction for English Learners and other students with linguistic needs. The course includes the development of a lesson plan with appropriate SDAIE strategies. Topics for the course include:

- the development of content and language objectives to frame instruction;
- methods to build connections, support comprehensibility, and structure interaction in instruction;
- the form, structure, and function of language;
- the linguistic demands of CA State assessments;
- approaches to support vocabulary development;
- culturally responsive instructional strategies;
- typical and atypical child development;
- psychological and societal influences; and
- the historical and legal context of bilingual education.

Ed 304a Curriculum and Methods of Teaching Mathematics

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

Ed 304b Curriculum and Methods of Teaching Science

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

Ed 218 Curriculum and Methods of Teaching History, Social Studies with Ethnic Focus

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

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

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

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

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

ESEd 321 Classroom Management and Positive Behavior Support

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

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

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

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

321(b) Interns learn practical strategies to promote positive student behavior for students with disabilities to assist with creating an effective environment that engages all learners, including English Learners and students with autism. Interns learn to create physically safe learning environments and develop context-appropriate activities including rules, procedures, classroom motivation and positive reinforcement systems to support students with mild/moderate and moderate/severe disabilities. Interns learn strategies to support Social Emotional Learning goals including increasing student esteem, cooperation, and collaboration in the classroom. Interns learn instructional strategies for supporting positive behavior and the development of social competence through direct instruction of social skills. Interns learn how to develop appropriate behavior support goals and the required components and processes of a Functional Behavior Assessment (FBA). Interns learn how to analyze behavioral data to develop appropriate behavioral interventions to support student acquisition of behavioral skills and social skills targets.

ESEd 322 Assessment, the IEP and Instructional Moderate Severe Disabilities

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

ESEd 325 Methods of Teaching Movement, Mobility and Health Care (MSD)

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

Ed 402.1a Portfolio Practicum A (Year 1: MMD and/or MSD)

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators

to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), the California Teaching Performance Expectations (TPEs), and/or the Education Specialist Standards (MMD, MSD, ECSE), based on the credential being earned.

Ed 402.1b Portfolio Practicum (Year 2: MMD and/or MSD)

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. 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 event of the Portfolio Practicum is the Exit 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), and/or the Education Specialist Standards (MMD, MSD, ECSE), as determined by the credential being earned.

ESEd 402c Reading for Students with Special Needs

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

ESEd 406 Collaboration and Communication Skills for Special Education

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

ESEd 409 Special Educational Laws and Disabilities

Interns study legal aspects, current Federal, State and district guidelines, procedures and related practices in special education. Curriculum emphasizes historical, legal, social, political and economic perspectives of general and special education in society. They examine procedural safeguards pertaining to special education, ethics and values of professional educators, and issues of diversity. In addition, Interns learn instructional strategies to address the diverse cognitive, socio-emotional, and physical characteristics of individuals with mild/moderate/severe disabilities, including students with Autism Spectrum Disorder and English Learners.

ESEd 425 Methods of Developing Interpersonal and Social Interaction Skills (MSD)

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

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

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

ESEd 510 Transition, Vocational and Career Development

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

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

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 disabilities. 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 disabilities and who may be English Learners.

ESEd 562 English Language Learners with Special Education Needs (Multicultural)

Interns explore the current legal, socio-cultural and educational context for teaching English Learners (ELs) in general education and special settings. Students also explore the psycholinguistic and socio- linguistic principles upon which modern methods of second language (L2) teaching are based. Participants examine, analyze, practice and apply multiple strategies for teaching ELs using state approved and district adopted English Language Development materials. The course content is learned through practicing strategies in successful English language development classrooms. These strategies build reflective practices and shared decision-making for programs.

Early Childhood Special Education Course Sequence:

Pre-Service Orientation (160 Hours)

Course

Number Course Title

Salary Points

ECSE 500.1	Pre-Service Early Childhood Special Education Teacher Training A
4	
ECSE 500.2	Pre-Service Early Childhood Special Education Teacher Training B
4	

8 Total

Preparation Phase

Course

Number Course Title

Salary Points

Ed 211.11g	Curriculum and Methods of Teaching English Language Learners (Multicultural)
1	
ESEd 402.1a	Portfolio Practicum (Year 1: ECSE)
3	
ECSE 600	Foundations in Special Education
1	
ECSE 601	Classroom Environments and Positive Behavior Support
1	
ECSE 602	Typical and Atypical Development
1	
ECSE 802.2	Assessment in Early Childhood Special Education
2	
ECSE 607	Current Trends in Early Childhood Special Education
1	
ESEd 402.1b	Portfolio Practicum (Year 2: ECSE)
3	
ECSE 605	Working with and the Role of Families
1	
ECSE 603	Emergent Literacy and Communication
1	
EDSE 606	Low Incidence
1	
ECSE 604	Social Emotional Development and Early Learning
1	
Ed 100.10a	Teaching and Learning in a Multicultural Society (Multicultural)
1	
ECSE 612	Infant Toddler and Preschool Field Work
1	
	Cardiopulmonary Resuscitation (CPR) Verification
0	

Portfolio Exit Symposium

0

18 Total

Early Childhood Special Education Course Descriptions

Pre-Service Orientation (160 Hours)- iCAAP Intern

ECSE 500.1, ECSE 500.2 Pre-Service Teacher Training

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

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

ECSE 600 Foundations in Special Education

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

Early Childhood Special Education Course Descriptions

ECSE 601 Classroom Environments and Positive Behavior Support

Classroom Environment and Positive Behavior Support instructs participants in critical elements of the classroom environment in early childhood special education including setting up an early childhood classroom environment, nurturing a positive classroom culture, developing a language rich environment and lesson planning the classroom environment to meet the needs of diverse learners. The course also 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, understanding typical behavior for students from infancy through preschool.

ECSE 602 Typical and Atypical Development

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

ECSE 603 Emergent Literacy and Communication

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

ECSE 604 Social Emotional Development and Early Learning

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

ECSE 605 Working with and the Role of Families

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

ECSE 606 Low Incidence

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

ECSE 607 Current Trends in Early Childhood Special Education

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

ECSE 612 Infant Toddler and Preschool Field Work

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

ECSE 802.2 Assessment in Early Childhood Special Education

The Early Childhood Special Education program prepares candidates to support the healthy growth and learning of young children with disabilities. Candidates study the developmental and learning characteristics and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities. Candidates increase their understanding of, and sensitivity to the impact of the child's disability on the family, and they

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

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

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

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

Candidates review pedagogical theories, principles and instructional practices for English Learners. Candidates study California State and District formal and informal assessments. District Candidates learn the philosophy, design, goals and characteristics of programs for English Language Development (ELD), including the California State Department of Education adopted English Language Development (ELD) Standards for English Language Learners, grades K-12. Candidates learn to use the California State Department of Education English Development Test to assess student progress towards proficiency in English. District Intern Candidates learn and use English Language Development (ELD) benchmarks, standards and assessments to guide lesson planning and assessment strategies. Each participant develops standards-based ELD lessons for each of the three early stages of language development (ELD levels 1, 2 and 3). District Intern Candidates learn to collaborate and receive supporting information. All candidates learn the mandated elements of Standard 13, SB 2042, and the integration of authorization to teach English Learners.

Ed 402.1a Portfolio Practicum (Year 1: ECSE)

The initial Portfolio Practicum serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflecting on their teaching practice and

learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. The Portfolio Practicum sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA), the California Teaching Performance Expectations (TPEs), and/or the Education Specialist Standards (MMD, MSD, ECSE), based on the credential being earned.

Ed 402.1b Portfolio Practicum (Year 2: ECSE)

Year 2 of the Portfolio Practicum continues to focus on the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns continue a career-long process of reflecting on their teaching practice and learning about their students' academic, linguistic, and social development. Interns are matched with a liked credentialed Lead Mentor who supports and guides them through the process with a minimum of 8 hours of collaboration time per month. Interns meet with their administrators to determine strengths and weaknesses and develop goals based on the needs of the individual intern. Interns document their practice with the use of videos upon which they reflect with their Lead Mentors. 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 event of the Portfolio Practicum is the Exit 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), and/or the Education Specialist Standards (MMD, MSD, ECSE), as determined by the credential being earned.

Teacher Induction Program

Teacher Induction, Year 1

The Teacher Induction Program, Year 1 is designed to provide Candidates continuous support and guidance from a Lead Mentor who is like-credentialed. Candidates perform a self-assessment based on the California Standards for the Teaching Profession CSTP. Candidates meet with their Lead Mentors at least once weekly in groups, small groups and/or individually. In addition, Candidates meet as a group with their Lead Mentor once monthly face to face in a “networking session” 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 administrator and Lead Mentor at least twice yearly to develop and discuss goals and their progress. Candidates also develop an Individual Learning Plan 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 as a basis for discussion on improving their teaching practice based on the CSTP’s.

Teacher Induction, Year 2

The Teacher Induction Program, Year 2 is designed to provide Candidates continuous support and guidance from a Lead Mentor who is a like-credential. Candidates continue to self-assess based on the CSTPs. Candidates meet with their Lead Mentors at least once weekly in groups, small groups and/or individually. In addition, Candidates meet as a group with their Lead Mentor once monthly face to face in a “networking session” during which they share successes, challenges, and ideas and receive support from their peers and Lead Mentor. Candidates develop at least 2 Individual Learning Plans 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 as a basis for discussion on improving their teaching practice. Lastly, the culminating event is the Colloquium during which the interns present evidence of their progress through a presentation before a board of 3 Educational Professionals. During the Colloquium Interns will also defend the outcomes of their Individual Learning Plan. The presentation will also reflect the Interns’ knowledge and implementation of the California Standards for the Teaching Profession.

Autism Spectrum Disorder Added Authorization Course Sequence:

ASD-AA 801.1 Understanding the Full Range of Autism Spectrum Disorder

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

ASD-AA 801.2 Utilizing Evidence Based Practices for Students on the Autism Spectrum

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.

Early Childhood Special Education Added Authorization Course Sequence:

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

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.

ECSE-AA 802.2 Assessment in Early Childhood Special Education

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.

ECSE-AA 802.3 Observation and Field Experience in Early Childhood Special Education Programs

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.

Bilingual Added Authorization Course Sequence:

BA 803.2A The Context, Curriculum and Methods for Bilingual Education

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

BA 803.2B The Context, Curriculum and Methods for Bilingual Education

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

instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. Candidates' will develop intercultural communication and interaction that is linguistically and culturally responsive. Candidates will have an opportunity to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. Candidates will demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

BA 803.2C The Context, Curriculum and Methods for Bilingual Education

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

BA 803.3 Social, Historical, and Cultural Influences on Latino/a Students in Education

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.

Reading and Literacy Added Authorization Course Sequence: PENDING

ED 804.1 21st Century Literacy (Pending)

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

Ed 804.2 Literacy Assessments and Reading Disabilities (Pending)

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

Ed 804.3 Foundations in Reading Instruction (Pending)

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

Ed 804.4 Balanced Literacy and Strategy Instruction (Pending)

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

ED 804.5 Promoting a Culture of Literacy (Pending)

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.

Ed 804.6 Practicum (Pending)

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.

For D.I. Office Use Only:

Credential Start Date: _____
AND LITERACY

Added Authorization: ☐ **READING**

**LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES**

Admission Requirements:

ADDED AUTHORIZATION: Reading and Literacy Added Authorization

This is to verify that _____
Employee Number _____ has met all requirements for entrance into the RLAA
program:

- ☐ Valid Clear Teaching Credential with English Learner Authorization: _____
- ☐ Program Precondition 4 Full-Time Experience as defined: Dates of Employment _____
- ☐ Principal Endorsement: DATE: _____

Advisor Name _____

ADVISOR SIGNATURE _____ **DATE** _____

For D.I. Office Use Only:

Credential Start Date: _____

Subject Area:

- ☐ - ASD
- ☐ - ECSE
- ☐ - RLAA

**LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES**

RELEASE FOR:

ADDED AUTHORIZATIONS

This is to verify that _____

Employee Number _____, has:

☐ **General or Education Specialist Credential:** _____

☐ **OFFICIAL RELEASE OF PROFESSIONAL DEVELOPMENT**

ADVISOR _____ **DATE** _____

Advise teacher regarding appointment:

1. Report to Certificated Credentials and Contract Services, 333 S. Beaudry Avenue 15th Floor, and present the following materials:
 - Form: Official Release of Professional Development
 - VISA or Mastercard or Debit card for the Commission on Teacher Credentialing fee of \$ 102.50

Scanned Documents - For D.I. Office use only:

_____ - Credential Release Form

_____ - Certificate of Completion



Los Angeles Unified School District
Human Resources Division
Credentialing and Added Authorization Programs



OFFICIAL RELEASE OF PROFESSIONAL DEVELOPMENT PLAN

This form authorizes: _____ Employee #: _____ to initiate an appointment to apply for a California Credential as indicated below:

Preliminary Credential

- ☐ **Single Subject**
☐ **Multiple Subject**

Ed Specialist Preliminary Credential

- ☐ **Mild / Moderate**
☐ **Moderate / Severe**
☐ **Early Childhood**

Clear Credential

- ☐ **Single Subject**
☐ **Multiple Subject**

- ☐ **MMD** ☐ **DHH**
☐ **MSD** ☐ **ECSE**

Added Authorizations

- ☐ **Autism Spectrum Disorders** ☐ **Early Childhood Special Education**
☐ **Bilingual** ☐ **Reading and Literacy**

I verify the holder of this release form has completed all requirements for the District Intern Professional Development Plan including:

- Coursework and Required Workshops/Labs
- Attendance Requirements
- Proficient or better on the California Teacher Performance Assessment (*General Education only*)
- Symposium / Colloquium
- Completion of Teacher Induction Program Individual Development Plan (*Induction only*)
- Passage of the RICA (*Multiple Subject and Ed Specialist MMD/MSD only*)
- Current Adult, Infant and Child CPR Verification (*If applicable*)

As _____ this completes all obligations except attendance at culmination.

Patricia Pernin

Patricia Pernin Ed. D., Administrative Coordinator

_____ Date

CREDENTIAL FILING INSTRUCTIONS: At your scheduled appointment for preliminary credential processing:

1. Present this original Release Form and the original District Intern Certificate of Completion
2. Bring a picture ID, a credit/debit card to pay \$102.00 and verification of current CPR

OFFICIAL RELEASE OF PROFESSIONAL DEVELOPMENT PLAN

This form authorizes: _____ Employee #: _____ to initiate an appointment to apply for a California Credential as indicated below:

Preliminary Credential

- ☐ **Single Subject**
☐ **Multiple Subject**

Ed Specialist Preliminary Credential

- ☐ **Mild / Moderate Disabilities (MMD)**
☐ **Moderate / Severe Disabilities (MSD)**
☐ **Early Childhood Special Education (ECSE)**

Clear Credential

- | | | | |
|--|-------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Single Subject | <input type="checkbox"/> MMD | <input type="checkbox"/> DHH | |
| <input type="checkbox"/> Multiple Subject | <input type="checkbox"/> MSD | <input type="checkbox"/> ECSE | <input type="checkbox"/> VI |

Added Authorizations

- | | |
|---|---|
| <input type="checkbox"/> Autism Spectrum Disorders | <input type="checkbox"/> Early Childhood Special Education |
| <input type="checkbox"/> Bilingual — Spanish, French, Mandarin, Korean | <input type="checkbox"/> Reading and Literacy |

I verify the holder of this release form has completed all requirements for the District Intern Professional Development Plan including:

- Coursework
- Attendance Requirements
- Proficient or better on the California Teacher Performance Assessment (*General Education only*)
- Symposium / Colloquium
- Completion of the Individual Development Plan/Individual Learning Plan
- Passage of the RICA (*Multiple Subject and Ed Specialist MMD/MSD only*)
- Current Adult, Infant and Child CPR Verification (*If applicable*)

Patricia Pernin Ed. D., Administrative Coordinator

Date

CREDENTIAL FILING INSTRUCTIONS: At your scheduled appointment for preliminary credential processing:

1. Present this original Release Form and the original District Intern Certificate of Completion
2. Bring a picture ID, a credit/debit card to pay \$102.00 and verification of current CPR

SAMPLE MONITORING PROCESS USING DATA PLATFORM (NICELY DONE)

[Find Contact/s](#)
[Show All Contacts](#)
[New Contact](#)
[List View](#)
[Printing Menu](#)

FLAG

[Delete Contact](#)

Go to SP Entry Screen

Contact Info

Prep/Lv I PD Sum

Prep/Lv I Benchmks

Prep/Lv I Transcript

Ind PD Sum 1

Ind PD Sum 2

Ind/Lv II PD Sum

Ind/Lv II Benchmks

Ind/Lv II Transcript

ASD-AA

Correspondance

Generate PD Summary Records

Autism Spectrum Disorder - AA PD Summary

Course #	Course Title	Exp, Date of Comp.	Inc/Not Absences	Met Tasks	Notes	Actual Date of Comp.	Evaluation	Units	Submitted Salary Pt
ECSEA 802.1	The Characteristics of Infants, Toddlers and Young Children with Disabilities and	02/11/19				02/11/19	4	1	Yes
ECSEA 802.2	Assessment and Intervention/Instructional Strategies: Birth through Pre-	05/30/19				05/30/19	4	2	Yes
ECSEA 802.3	Observation and Field Experience in Early Childhood Special Education Programs						INC	4	No

Print PD Summary

Print Transcript

Salary Point

SAMPLE OFFICIAL TRANSCRIPT



Los Angeles Unified School District
Human Resources - Alternative Certification and Teacher Support
DISTRICT INTERN PROGRAM ACADEMIC TRANSCRIPT
Preliminary Credential Program



Last Name	First Name	SSN	Emp #
Address		City/State/Zip	
5341 Hawley St		Los Angeles CA 90042	
School	Program	Subject	
Toluca Lake Elementary	Multiple Subject		
California Credential(s) Held	Date of Issue:	Date of Expiration	

Quarter One 2017

Course Number	Course Title	Units	Evaluation	Date Completed
Ed 222.2	Pre-Service Multiple Subject Teacher Training B	4	3	07/06/17
Ed 211.11g	Cur/Meth of Teaching Eng Lang Learners (General)	1	4	09/25/17
Ed 100.10a	Teaching & Learning in a Multicultural Society (General)	1	4	07/19/17

Quarter Two 2017

Course Number	Course Title	Units	Evaluation	Date Completed
Ed 200.1	Classroom Organization and Management	1	3	11/09/17

Quarter Four 2017

Course Number	Course Title	Units	Evaluation	Date Completed
Ed 222.1	Pre-Service Multiple Subject Teacher Training A	4	3	06/27/17

Quarter One 2018

Course Number	Course Title	Units	Evaluation	Date Completed
Ed 220b	Foundations of Education	1	3	09/29/18

Quarter Two 2018

Course Number	Course Title	Units	Evaluation	Date Completed
Ed 304b	Curriculum & Methods of Teaching Science	1	3	10/29/18
Ed 200.19b	Port Dev B: Construction, Reflection & Assessment	1	4	12/11/18

Credit for this transcript has been submitted to LAUSD Salary Allocation office.

Please note: One (1) Salary Point is equal to One (1) Carnegie Semester Credit Hour

Evaluation Key: 4 =Advanced 3 =Proficient 2 =Partially Proficient 1 =Not Proficient CR = Credit at 75% or above

Credential Program Completion Status	CERTIFIED Los Angeles Unified School District District Intern Program Date: 10/14/19 By: Dr. Patricia Pernin <i>Certification only valid if printed in red ink and accompanied by embossed seal.</i>
Active-----Expected Date of Completion:	
Active Extension-----Expected Date of Completion:	
Actual Date of Completion & Eligibility for Recommendation:	

SAMPLE OF MONITORING PROGRESS ON COURSEWORK PLATFORM (LIVETEXT)

Credentialed and Added Authorization Programs

Welcome, JACED Admin | Log Out | Help | Support | Feedback

LiveText Docs | File Manager | Reviews | Forms | Community | Tools | Course Admin | Admin

Course Web Page > S00059 Fall 2018 > ECSEA 802.1-1 > The Characteristics of Infants, Toddlers and Young Children with Disabilities and The Role of the Family in Early Childhood Special Education

ECSEA 802.1-1

Overview | Assignments | Students | Standards & Courses | Assessments | Discussions

Course Assignments Overview

Create | Edit | Delete

#	Assignment	Assigned	Due	Progress	Report
10	Individual Assignment - Journal Entry #1	October 8, 2018	October 22, 2018	<div><div></div></div>	View
10	Individual Assignment - Journal Entry #2	October 8, 2018	October 24, 2018	<div><div></div></div>	View
10	Individual Assignment - Journal Entry #3	October 8, 2018	November 5, 2018	<div><div></div></div>	View
10	Individual Assignment - Journal Entry #4	October 8, 2018	November 26, 2018	<div><div></div></div>	View
10	Individual Assignment - Journal Entry #5	October 8, 2018	December 12, 2018	<div><div></div></div>	View
10	Small Group Assignment - Disability Resource Guide	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Designate Indoor & Outdoor Learning Opportunities & Environments	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Case Study	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - AAC Resource Guide	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Social/Emotional Intervention Plan	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Family Interview and Development of IEP/Map	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Family Support Guide	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Learning Opportunities Embedded in Daily Routine	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Small Group Assignment - Parent Meeting	October 8, 2018	January 30, 2019	<div><div></div></div>	View
10	Individual Assignment - Journal Entry #6	October 8, 2018	February 4, 2019	<div><div></div></div>	View
10	Course Evaluation and Final Grade	February 11, 2019	February 22, 2019	<div><div></div></div>	View
10	Make Up Assignments	March 5, 2019		<div><div></div></div>	View



ECSEAA 802.1-1

Overview | Assignments | **Students** | Standards & Outcomes | Assessments | Discussions

Rating / Grades of:

Amey Aben

Assignments/Student Activity	Date Assigned	Date Due	Status	Rating / Grade
View All Assignments			● Awaiting Submission	
Individual Assignment - Journal Entry #1			● Complete	4
Individual Assignment - Journal Entry #2			● Complete	4
Individual Assignment - Journal Entry #3			● Complete	3
Individual Assignment - Journal Entry #4			● Complete	3
Individual Assignment - Journal Entry #5			● Complete	3
Small Group Assignment - AAC Resource Guide			● Complete	4
Small Group Assignment - Case Study			● Complete	4
Small Group Assignment - Descriptive Incident & Outcomes Learning Opportunities & Environments			● Complete	4
Small Group Assignment - Disability Resource Guide			● Complete	4
Small Group Assignment - Family Interview and Development of Eco-Map			● Complete	4
Small Group Assignment - Family Support Guide			● Complete	4
Small Group Assignment - Learning Opportunities Embedded in Daily Routines			● Complete	4
Small Group Assignment - Parent Meeting			● Complete	4
Small Group Assignment - Social Emotional Intervention Plan			● Complete	4
Individual Assignment - Journal Entry #6			● Complete	4
Course Evaluation and Final Grade			● Complete	4



Los Angeles Unified

FINGERTIP FACTS

2019-2020

Estimated Student Enrollment

Projected Norm Day Enrollment, including Independent Charters Schools & Affiliated Charters	
K-3 Enrollment	180,115
4-6 Enrollment	127,804
7-8 Enrollment	84,835
9-12 Enrollment	164,806
Total	557,560
Special Day Classes in Regular Schools	23,582
Special Day Classes in Special Education Schools	2,008
Continuation and Opportunity Schools	4,209
Other Enrollment	29,799
Total Graded and Other Enrollment	587,359
Early Education	18,988
Adult Education	64,527
Total	673,849

Estimated Student Enrollment
2019-20 Superintendent's Final Budget – District Enrollment Trends
(Source: <https://bit.ly/2KD1HPa>)

Student Characteristics

English and 99 languages are spoken in Los Angeles Unified schools. Los Angeles Unified has 123,579 students who are learning to speak English proficiently. The primary languages are Spanish (92.3% of English learners) and Armenian (1.42%). Korean, Tagalog, Cantonese, Arabic, Vietnamese and Russian languages account for less than 1% of the total.

Latino	73.4
White	10.5
African American	8.2
Asian	4.2
American Indian or Alaskan Native, Native Hawaiian or Pacific Islander	Less than 1
Filipino	2.1
Not reported	1

(Source: Norm Day 2018-19) Note: Percentages do not add up to 100%.

The **Parent and Community Services** engages families by creating partnerships with parents (achieve.lausd.net/pcss).

Health and Wellness Centers

Los Angeles Unified maintains 15 health and wellness centers (<https://achieve.lausd.net/wellnesscenters>).

Extended Learning Programs

Los Angeles Unified offers extended learning opportunities before and after the school day. These programs provide a safe place for students to continue learning. The program includes: Academic Tutorial Programs, Enrichment Programs, and Recreational Programs (<https://btb.lausd.net/>).

School Facilities

Los Angeles Unified has built 137 new schools and 101 school additions since 1997. Providing our students, faculty, and staff with a safe learning environment is our highest priority. (<https://www.laschools.org/new-site/ab300/>).

Los Angeles Unified Boundaries

Covering an area totaling 710 square miles which includes most of the city of Los Angeles, along with all or portions of 26 cities and unincorporated areas of Los Angeles County. Approximately 4.8 million people live within these boundaries.

Cities Entirely Within Los Angeles Unified

Cudahy	Maywood
Gardena	Vernon
Huntington Park	San Fernando
Lomita	West Hollywood

Cities Partially Within Los Angeles Unified

Bell	Long Beach
Bell Gardens	Los Angeles
Beverly Hills	Lynwood
Calabasas*	Montebello
Carson	Monterey Park
Commerce	Rancho Palos Verde
Culver City	Santa Clarita*
Hawthorne	South Gate
Inglewood	Torrance

*Only a few parcels of land generating no enrollment are within Los Angeles Unified.

Los Angeles Unified Employees

Los Angeles Unified is the second-largest employer in Los Angeles County.

	2019-20	2018-19
K-12 Teachers	24,026	24,265
Adult Education Teachers	825	598
Early Education Teachers	567	567
Total (1)	25,418	25,430
K-12 Administrators	2,451	2,438
Adult Education Administrators	52	52
Early Education Administrators	42	43
Total (2)	2,545	2,533
Other Certificated Support Personnel	5,146	4,869
Regular Classified Personnel	29,900	27,233
Teacher Assistants	3,514	3,511
Total Employees (3)	66,523	63,576

(As of July 1, 2019 and excludes independent charters)

(1) Includes classroom teachers and non-classroom teaching positions, such as instructional coaches.

(2) Includes school-based administrators and non-school-based local district and central office administrators.

(3) Includes active nonteaching and non-administrative certificated-personnel, including nurses, counselors, and psychologists. Source: Office of Human Resources.



Los Angeles Unified

FINGERTIP FACTS

2019-2020

Schools and Centers

Elementary schools range from less than 200 to more than 1,100 pupils. Middle schools enroll up to 1,800 students. High schools may have more than 2,500 students.

Primary School Centers	19
Elementary Schools	441
Middle Schools	79
Senior High Schools	92
Option Schools	54
Magnet Schools	53
Multi-level Schools	25
Special Education Schools	13
Home/Hospital Schools	2
K-12 Magnet Centers (on regular campuses)	239
Independent Charter Schools	228
Other Schools and Centers	142
Grand Total	1,386

Did You Know?



Los Angeles Unified is the nation's **2nd** largest school district.



We served 129 million meals in 2018-19. 720,000 meals were served daily. Nearly 80% qualified for free or reduced-price lunch. More than 19,500 students experienced homelessness, and more than 8,500 lived in foster care, however, those numbers fluctuated depending on family situations during the school year.



Nearly 300 magnet programs are available for K-12 students. Themes include Business, Center for Enriched Studies, Communication Arts, Liberal Arts, Science, Technology, Engineering and Math, Visual and Performing Arts. (Only Gifted and Highly Gifted students must be identified.)



Dual-language programs are offered in: Arabic, Armenian, French, Korean, Mandarin and Spanish. Additional language instruction is also offered in: American Sign Language, Italian, Japanese, Latin and Russian.

Instructional Calendar (K-12)

- First Day of Instruction, August 20, 2019
- Winter Recess, December 23-January 10, 2020
- Spring Recess, April 6-10, 2020
- Last Day of Instruction, June 12, 2020

School Holidays

- Admission Day, August 30, 2019
- Labor Day, September 2, 2019
- Thanksgiving, Nov. 28 -29, 2019
- Veterans Day, Nov. 11, 2019
- Dr. Martin Luther King Jr. Day, Jan. 20, 2020
- Presidents Day, Feb. 17, 2020
- Caesar E. Chavez Day Observed, April 3, 2020
- Memorial Day, May 25, 2020

Financial Information

More than 85% of the Los Angeles Unified General Fund comes from the state, and serves as the primary operating fund for the K-12 program. These dollars pay for expenses such as:

	2019-2020	2018-2019
Certificated salaries (teachers, librarians, counselors, nurses, and administrators)	\$3 billion	\$2.8 billion
Classified salaries (e.g., instructional aides, office employees, custodians, plumbers, bus drivers and their supervisors)	\$986.1 million	\$1.0 billion
Employee benefits (retirement plans, employee health insurance and Worker's Compensation Insurance)	\$2.2 billion	\$2.06 billion
Books and Supplies (textbooks, instructional materials, general supplies and fuel)	\$698.5 million	\$713 million
Other operating expenses (contracts, utilities, rents and leases, travel expense and instructional consultants)	\$862 million	\$850 million
Capital Outlay (1) (cost of facilities [land and buildings], books and media for libraries and equipment)	\$101.4 million	\$8.8 million
Other outgoing expenses (pass through of apportionments to county-educated students, transfers of taxes to direct-funded charters, bond redemptions and bond interest)	\$37.3 million	\$36.7 million
Total Expenses General Fund	\$7.87 billion	\$7.49 billion

(1) Increase due to CA Clean Energy Jobs Act



Los Angeles Unified School District
Human Resources Division
Credentialing and Added Authorization Programs



Supervisor Endorsement Statement

* **Date.**

* **Instructional Faculty Candidate Name.**

* **School Site/Office.**

* **School Site/Office Address.**

* **Supervisor Name.**

* **Supervisor Email Address.**

My signature below certifies that I have observed the above-named candidate and discussed their instructional aptitude for an Instructional Faculty position within the LAUSD Human Resources Division. I offer my full endorsement of this candidate for this position. I understand that all additional faculty duties and responsibilities will occur outside the regular working hours of this candidate.

* **Signature.**

General Comments (optional).