



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

Beginning Teacher Programs

PreService & Intern Candidate Handbook

Beginning Teacher Programs - Project Director

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About the Program

The LACOE Beginning Teacher Programs (BTP) serve teachers in urban and suburban areas throughout the county school districts and across Los Angeles county, including employees from private schools, charter schools, juvenile court schools, and correctional institutions.

The LACOE Beginning Teacher Programs offers credential programs and professional development opportunities for both general education and special education teachers. In collaboration with 12 local public school districts and 20 charter schools, LACOE BTP provides a District Intern Program and General Education and Special Education Induction Programs for eligible teacher candidates and classroom teachers seeking full California certification.

We also support teachers by offering an Added Autism Authorization program as well as Subject Matter Preparation for the Algebra and Geometry California Subject Examinations Test.

Unit Vision

Every child in Los Angeles County is entitled to have an effective, resourceful, and innovative teacher and administrator.

Mission Statement

Our mission is to facilitate growth in teacher candidates to develop the reflective, culturally sensitive practices necessary to promote high academic student achievement and an emotionally safe school community.

BTP Objectives

1. Candidates will earn a California Preliminary and/or Clear Credential.
2. Candidates and Mentors/ Practicum Supervisors will show growth in standards (California Standards for the Teaching Profession/ Teaching Performance Expectations).
3. BTP will provide excellent customer service.
4. Candidates will become effective educators.

Welcome Letter

Welcome to Los Angeles County Office of Education (LACOE) Beginning Teacher Program's (BTP) Intern Pathway. We are delighted that you have chosen LACOE's Program to earn your Preliminary Teaching Credential. The teaching profession is one of the most rewarding and impactful occupations. You are now joining the ranks of some of the most positively influential adults in a student's life.

LACOE's BTP Intern Pathway is job-embedded; meaning that it allows you to learn while you are currently employed. The Pathway offers targeted support for the duration of the program; and experienced instructors in a similar field within education. Further, for those candidates seeking the Education Specialist District Intern Credentials, the Autism authorization is embedded within the program. Our Intern Pathway offers quality coursework, taught by experienced faculty, at an affordable cost to the candidates. Ultimately, as an integrated program merging coursework with application, the program will lead you to earning a California preliminary teaching credential.

Again, congratulations on your decision to create a legacy of quality education for several students who will be impacted by your instruction.

Sincerely,

Rami Christophi, M. Ed.

Director I - Beginning Teacher Programs

Human Resource Services

Los Angeles County Office of Education

District Intern

Overview

Credentialed teachers traditionally come from university-based programs that prepare students through a rigorous training program that includes subject proficiency, education and pedagogy classes, and supervised student teaching. In an effort to assist school districts in finding qualified candidates, alternative routes to earning teaching credentials have been developed. The Los Angeles County Office of Education (LACOE) is a California Commission on Teacher Credentialing (CCTC) accredited alternative route leading to a teaching credential. The LACOE program is designed for people who want to be employed as an intern teacher, earn a teaching credential, and attend classes in Downey and online.

LACOE offers the following district intern credentials:

1. Multiple Subjects
2. Single Subject
3. Education Specialist (Mild/Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education)

Teachers begin their teaching career with a District Intern Credential, are employed and paid by the school district, are the "Teacher of Record" for their classrooms, work closely with a LACOE Practicum Supervisor and District Employed Support mentor and attend evening credential classes twice a week for two years.

Program Objectives

1. Candidates will meet the Intern program standards, show growth and mastery within the continuum of the Teaching Performance Expectations (TPE), and successfully complete the Teaching Performance Assessments (TPA).
2. Candidates will become collaborative, reflective practitioners who provide relevant and innovative learning experiences related to students, while-facilitating a classroom learning environment that is safe, organized, and inclusive.
3. Candidates will exemplify relationship-driven teaching as demonstrated by their responsiveness to the needs of all students.
4. Candidates will become lifelong learners, effective communicators, and stay up to date with research based instructional methods as evidenced by learning experiences that are culturally responsive and provide students with social-emotional support.
5. Candidates will have a strong foundation in developing curriculum that is rigorous, current, research-based, asset-oriented, and connects to students' funds of knowledge.

Admission/Eligibility

District Intern Information Meeting.

The first step for anyone looking at a career in education is to attend a LACOE District Intern Information meeting. The information in these meetings provide details of the process, timelines, and eligibility requirements needed to earn a Preliminary Teaching Credential.

Application Fee:

A non-refundable **application** fee of \$300 is required with submission of the application packet. Application review includes transcript evaluation, test score verification, and verification of Certificate of Clearance.

Pre-Service Requirement

In order to be considered for LACOE participation, **Pre-intern candidates must successfully complete the 120-hour LACOE Pre-Service requirement** or demonstrate equivalent coursework at a university. These eight courses are aimed at preparing the candidate for the demanding role of a classroom teacher. The \$1,000 tuition must be paid in full by the due date given at the information meeting.

Advisement/Enrollment Appointment

Once a candidate has met the requirements for intern eligibility, the program coordinator will schedule an individual advisement meeting. Advisement includes payment of fee (\$250), orientation to the program requirements, verification of employment, and creation of the Individual Advisement Plan.

Upon completion of Pre-service coursework, verification of passage of CBEST, Subject Matter Competency, the US Constitution requirement, and Advisement, prospective candidates are given a ***District Intern Eligibility Letter*** into the Los Angeles County Office of Education (LACOE) District Intern Program. The purpose of this letter is to confirm the status of the candidate's application to the LACOE District Intern Program. Candidates also use this letter to search for employment in a teaching position. **The District Intern Program runs from September through June each year. Candidates not employed by the Fall orientation must wait until the following Fall to enroll in the program. Early enrollment is offered.**

Every LACOE Program Intern is a ***teacher of record*** for a district or public charter school; therefore, Intern candidates must meet that district or charter employment criteria. **In addition, LACOE Program Interns must meet the legal requirements for a district intern credential as follows:**

- Possession of a bachelor's degree (minimum 2.5 overall GPA)
- Basic Skills Requirement Met
- Subject Matter Competency in the area listed on the District Intern Credential through passage of appropriate subject matter examinations, or completion of a CCTC approved multiple or single subject program
- U.S. Constitution Requirement Met
- First time applicant for Intern Certificate
- Successful completion of 140 hours of LACOE's Pre-Service coursework.

District Employed Support

Once an intern is hired, a Memorandum of Understanding (MOU) is created with the employing district/charter and Los Angeles County Office of Education. The MOU specifically states the types of support that the employing district must carry out. Prior to the intern assuming daily responsibilities, the employer must identify a mentor or other designated individual who meets the Commission's identified criteria

- Valid corresponding Clear or Life Credential
- 3 years successful teaching experience
- EL Authorization
- *Cannot be the Intern Candidate's evaluator

The district/charter must identify the name of the District Employed Support (DES) staff and their roles/responsibilities related to: weekly course planning, coaching within the classroom, problem-solving regarding students, curriculum, teaching, and/or Special Education specific functions like IEP writing and accommodating those students.

Candidates track the hours of district support and professional development through an online spreadsheet. Preliminary credential interns must provide evidence of 144 hours of support while an Accelerated intern must provide 108. Practicum Supervisors meet with the DES throughout the intern's program.

Course Catalog

Pre-Service - Course Catalog

CURR 111 Teachers as Learners

1 Unit

CURR 112 Understanding the Physiology of Learning

1 Unit

CURR 113 Classroom Organization and Management Practices (COMP)

1 Unit

CURR 114 Preparing to Teach ELL

1 Unit

CURR 119 Access for All Learners

1 Unit

CURR 120 Preparing to Teach Reading

1 Unit

CURR 122 Subject Specific Pedagogy

1 Unit

TECH 110 Technology in the Classroom

1 Unit

Preliminary Education Specialist (Mild/Moderate Support Needs) - Course Catalog

| Year 1 | |
|--|---|
| Fall - 6 Units | Spring - 10 Units |
| CURR 391a 1 Unit Practicum Fieldwork | CURR 391b 1 Unit Practicum Fieldwork |
| SPED 302 2 Units Special Education Law & Trends | EDU 361 2 Units Individual Education Programs and Transitions |
| SPED 360 2 Units Exceptional Learners: Special Education Learners & Differentiation in the Classroom | EDU 351 2 Units English Language Development |
| EDU 363 1 Unit Language & Communication for Special Education | EDU 364 2 Units Meeting the Diverse Needs of Special Populations |
| | EDU 362 2 Units Learning Outcomes & Assessment for Students in Special Education |
| | CURR 397 1 Unit TPA Instructional Cycle 1 Seminar: Learning About Students and Planning Instruction |
| Year 2 | |
| Fall - 7 Units | Spring - 11 Units |
| CURR 392a 1 Unit Practicum Fieldwork | CURR 392b 1 Unit Practicum Fieldwork |
| EDU 301 2 Units Beginning Reading Curriculum & Instruction | SPED 271 2 Units Specialized Health in Education |
| EDU 353 2 Units Teaching Culturally and Linguistically Diverse Students | EDU 310 1 Unit Psychosocial Child Development (Typical/Atypical) |
| EDU 311 1 Unit Psychosocial Adolescent Development (Typical/Atypical) | EDU 303 2 Unit Language Arts, Literacy, and Writing Integrated with ELD |
| EDU 305 1 Unit Visual & Performing Arts for Content Courses: History/Social Science | EDU 304 2 Units Integrated Math and Science Curriculum & Instruction |

EDU 365 Positive Behavior Management
2 Units (ASD Series)

CURR 398 TPA Instructional Cycle 2 Seminar:
1 Unit Assessment Driven Instruction

Preliminary Education Specialist (Extensive Support Needs) - Course Catalog

| Year 1 | |
|--|--|
| Fall - 5 Units | Spring - 10 Units |
| CURR 391a 1 Unit Practicum Fieldwork | CURR 391b 1 Unit Practicum Fieldwork |
| SPED 302 Special Education Law & Trends 2 Units | EDU 361 Individual Education Programs 2 Units and Transitions |
| SPED 360 Exceptional Learners: Special 2 Units Education Learners & Differentiation in the Classroom | EDU 351 2 Units English Language Development |
| EDU 363 Language & Communication for 1 Unit Special Education | EDU 366 Learning Practices and 2 Units Environments for Extensive Support Needs |
| | EDU 362 Learning Outcomes & 2 Units Assessment for Students in Special Education |
| | TPA Instructional Cycle 1 CURR 397 Seminar: Learning About 1 Unit Students and Planning Instruction |
| Year 2 | |
| Fall - 6 Units | Spring - 11 Units |
| CURR 392a 1 Unit Practicum Fieldwork | CURR 392b 1 Unit Practicum Fieldwork |
| EDU 301 Beginning Reading Curriculum & 2 Units Instruction | SPED 271 Specialized Health in Education 2 Units |
| EDU 353 Teaching Culturally and 2 Units Linguistically Diverse Students | EDU 311 Psychosocial Adolescent 1 Unit Development (Typical/Atypical) |

| | |
|--|---|
| EDU 310 Psychosocial Child Development 1 Unit (Typical/Atypical) | EDU 303 Language Arts, Literacy, and Writing Integrated with ELD 2 Unit |
| EDU 305 Visual & Performing Arts for Content Courses: History/Social Science 1 Unit | EDU 304 Integrated Math and Science 2 Units Curriculum & Instruction |
| | EDU 365 Positive Behavior Management (ASD Series) 2 Units |
| | CURR 398 TPA Instructional Cycle 2 Seminar: Assessment Driven Instruction 1 Unit |

Accelerated (MMSN, ESN) - Course Catalog

| Year 1 | |
|---|---|
| Fall - 7 Units | Spring - 9 Units |
| CURR 393a Practicum Fieldwork 1 Unit | CURR 393b Practicum Fieldwork 1 Unit |
| SPED 302 Special Education Law & Trends 2 Units | EDU 362 Learning Outcomes & Assessment for Students in Special Education 2 Units |
| SPED 360 Exceptional Learners: Special Education Learners & Differentiation in the Classroom 2 Units | EDU 361 Individual Education Programs and Transitions 2 Units |
| EDU 363 Language & Communication for Special Education 1 Unit | EDU 364 Meeting the Diverse Needs of Special Populations 2 Units |
| | EDU 366 Learning Practices and Environments for Extensive Support Needs 2 Units |
| Year 2 | |
| Fall - 6 Units | |
| CURR 393c Practicum Fieldwork 1 Unit | |

| | |
|---------------------|--|
| SPED 271 2 Units | Specialized Health in Education |
| EDU 311 1 Unit | Psychosocial Adolescent Development (Typical/Atypical) |
| EDU 310 1 Unit | Psychosocial Child Development (Typical/Atypical) |
| EDU 365 2 Units | Positive Behavior Management (ASD Series) |

Preliminary Early Childhood Special Education (ECSE) - Course Catalog

| Year 1 | |
|---------------------|---|
| Fall - 7 Units | Spring - 8 Units |
| CURR 391a 1 Unit | Practicum Fieldwork |
| SPED 302 2 Units | Special Education Law & Trends |
| SPED 360 2 Units | Exceptional Learners: Special Education Learners & Differentiation in the Classroom |
| SPED 273 2 Units | Curriculum & Environments in Early Childhood |
| | TPA Instructional Cycle 1 |
| | CURR 397 1 Unit |
| | Seminar: Learning About Students and Planning Instruction |
| | EDU 391b 1 Unit |
| | Practicum Fieldwork |
| | EDU 361 2 Units |
| | Individual Education Programs and Transitions |
| | EDU 351 2 Units |
| | English Language Development |
| | SPED 271 2 Units |
| | Specialized Health in Education |
| Year 2 | |
| Fall - 6 Units | Spring - 8 Units |
| CURR 392a 1 Unit | Practicum Fieldwork |
| | CURR 392b 1 Unit |
| | Practicum Fieldwork |

| | |
|---|--|
| EDU 353 Teaching Culturally and 2 Units Linguistically Diverse Students | SPED 272 Assessment & Intervention in 2 Units Early Childhood |
| EDU 310 Psychosocial Child Development 1 Unit (Typical/Atypical) | SPED 274 Language & Communication in 2 Units Early Childhood Special Education |
| EDU 364 Meeting the Diverse Needs of 2 Units Special Populations (MMSN & ECSE Only) | EDU 365 Positive Behavior Management (ASD Series) 2 Units |
| | CURR 398 TPA Instructional Cycle 2 1 Unit Seminar: Assessment Driven Instruction |

Accelerated (ECSE) - Course Catalog

| Year 1 | |
|--|---|
| Fall - 5 Units | Spring - 9 Units |
| <p>CURR 393a 1 Unit Practicum Fieldwork</p> | <p>CURR 393b 1 Unit Practicum Fieldwork</p> |
| <p>EDU 361 Individual Education Programs 2 Units and Transitions</p> | <p>SPED 302 2 Units Special Education Law & Trends</p> |
| <p>SPED 273 Curriculum & Environments in 2 Units Early Childhood</p> | <p>SPED 360 2 Units Exceptional Learners: Special Education Learners & Differentiation in the Classroom</p> |
| | <p>SPED 271 2 Units Specialized Health in Education</p> |
| | <p>SPED 274 2 Units Language & Communication in Early Childhood Special Education</p> |
| Year 2 | |
| Fall - 6 Units | |
| <p>CURR 393c 1 Unit Practicum Fieldwork</p> | |
| <p>EDU 365 Positive Behavior Management 2 Units (ASD Series)</p> | |
| <p>SPED 272 Assessment & Intervention in 2 Units Early Childhood</p> | |
| <p>EDU 310 Psychosocial Child Development 1 Unit (Typical/Atypical)</p> | |

Preliminary Single Subject - Course Catalog

| Year 1 | |
|--|---|
| Fall - 6 Units | Spring - 7 Units |
| CURR 391a 1 Unit Practicum Fieldwork | CURR 391b 1 Unit Practicum Fieldwork |
| EDU 351 2 Units English Language Development | SPED 360 2 Units Exceptional Learners: Special Education Learners & Differentiation in the Classroom |
| EDU 352 Classroom Management and 2 Units Discipline | EDU 405 Understanding by Design (UbD): 2 Units Part 2 |
| EDU 404 Understanding by Design (UbD): 1 Unit Part 1 | EDU 355 1 Unit Educational Trends |
| | CURR 395 1 Unit TPA Instructional Cycle 1 Seminar: Subject Specific Pedagogy |
| Year 2 | |
| Fall - 7 Units | Spring - 6 Units |
| CURR 392a 1 Unit Practicum Fieldwork | CURR 392b 1 Unit Practicum Fieldwork |
| EDU 401 2 Units Content Area Reading & Writing | EDU 353 Teaching Culturally & 2 Units Linguistically Diverse Students |
| EDU 403 Health & Safety for Secondary 1 Unit Students | EDU 311 Psycho-Social Adolescent 1 Unit Development (Typical/Atypical) |
| EDU 354 Assessment to Inform 2 Units Instruction for All Learners | EDU 400 Instructional Strategies for 1 Unit Secondary Students |
| | CURR 396 1 Unit |

Preliminary Multiple Subject - Course Catalog

| Year 1 | |
|--|---|
| Fall - 7 Units | Spring - 9 Units |
| <p>CURR 391a 1 Unit Practicum Fieldwork</p> | <p>CURR 391b 1 Unit Practicum Fieldwork</p> |
| <p>EDU 351 2 Units English Language Development</p> | <p>SPED 360 2 Units Exceptional Learners: Special Education Learners & Differentiation in the Classroom</p> |
| <p>EDU 352 2 Units Classroom Management and Discipline</p> | <p>EDU 303 2 Units Language Arts, Literacy, and Writing Integrated with ELD</p> |
| <p>EDU 301 2 Units Beginning Reading Curriculum and Instruction</p> | <p>EDU 304 2 Units Integrated Math and Science Curriculum & Instruction</p> |
| | <p>EDU 355 1 Unit Educational Trends</p> |
| | <p>CURR 395 1 Unit TPA Instructional Cycle 1 Seminar: Subject Specific Pedagogy</p> |
| Year 2 | |
| Fall - 5 Units | Spring - 5 Units |
| <p>CURR 392a 1 Unit Practicum Fieldwork</p> | <p>CURR 392b 1 Unit Practicum Fieldwork</p> |
| <p>EDU 354 2 Units Assessment to Inform Instruction for All Learners</p> | <p>EDU 305 1 Unit Visual & Performing Arts for Content Courses: History/Social Science</p> |
| <p>EDU 310 1 Unit Psychosocial Child Development (Typical/Atypical)</p> | <p>EDU 353 2 Units Teaching Culturally & Linguistically Diverse Students</p> |
| <p>EDU 306 1 Unit Health & Safety, Physical Education Curriculum & Instruction</p> | <p>CURR 396 1 Unit TPA Instructional Cycle 2 Seminar: Designing Instruction</p> |

Course Descriptions

CURR 111 – Teachers as Learners

Pre-interns examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. The California Standards for the Teaching Profession provide the guide as they define teaching both for themselves and veteran teachers they observe. The focus of this module is on the complexity of teaching.

CURR 112 – Understanding the Physiology of Learning

Pre-interns deepen their understanding of the learning and thinking process. Pre-interns focus on influences that foster and inhibit learning, current brain research and other theories that provide understanding of the learning process. Also addressed are individual differences that affect learning, use of multiple intelligences and positive environments that increase learning opportunities for all students, including an emphasis on English Language Learners.

CURR 113- Classroom Organization and Management Procedures

The course addresses the influence of environment and instruction on the learning community, in addition to addressing professional, legal, and ethical issues in education. Pre-interns focus on classroom management, environment, and the importance of establishing a physically, socially, and emotionally safe classroom. Emphasis is also placed on the need for a climate of caring, respect and fairness for all students. Pre-interns explore evidence-based techniques that foster learning and use motivation as a key to discipline.

CURR 114 – English Learner Knowledge Skills

This online course is an introduction to preparing candidates to teach English Learners. The focus will be on the process of second language acquisition, including background experiences to provide access to the core curriculum. Pre-interns will gain a deeper understanding of the California English Language Development Standards and focus on the many ways in which teachers can create world-class learning environments where English learners thrive.

CURR 119 – Access for All Learners

The purpose of this course is to provide Pre-interns with the basic knowledge of best practices as they implement the following: data driven instruction, classroom management, motivating students, meeting the needs of special education (SpEd) students in the general education setting, and checking for understanding throughout a lesson. Sessions will focus on the specific needs of the participants in their current settings, including introduction to evaluation, modification, design and implementation of interventions, accommodations and differentiation that will provide access to content for all learners.

CURR 120 - Preparing to Teach Reading

In this online course, Pre-interns will examine the factors for developing a comprehensive reading program and the research behind effective reading instruction. Introduction to the developmental stages of literacy development. This course includes the use of assessment, accommodations, and modifications to meet the needs of all students with special emphasis on English Learners.

CURR 122 - Curriculum, Instruction, and Assessment

Pre-interns learn and practice effective planning techniques for both short term and long-range goals and objectives. Important elements of this module will be time, pace, students versus teacher talk, and independent versus group activities. Pre-interns will be guided to explore a variety of both purchased and teacher-made instructional materials. Issues of diversity are addressed as they relate to planning. Pre-interns will design and teach a lesson they have planned. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

CURR 391 - Practicum Fieldwork

During this course, candidates are observed and assessed in regards to professional growth and progress toward mastery of the Teaching Performance Expectations (TPE). Candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. They have multiple opportunities to observe a variety of classrooms and environments, and select focus students for deeper observational study. During fieldwork, candidates receive formative and summative feedback from the practicum supervisors in order to guide candidate growth.

CURR 392 - Practicum Fieldwork

During this course, candidates are observed and assessed in regards to professional growth and progress toward mastery of the Teaching Performance Expectations (TPE). candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. They have opportunities to observe a variety of classrooms and settings and select focus students for deeper observational study. During fieldwork, candidates receive formative and summative feedback from the practicum supervisors in order to guide candidate growth.

CURR 393 - Practicum Fieldwork

During this course, candidates are observed and assessed in regards to professional growth and progress toward mastery of the Teaching Performance Expectations (TPE). candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. They have opportunities to observe a variety of classrooms and settings and select focus students for deeper observational study. During fieldwork, candidates receive formative and summative feedback from the practicum supervisors in order to guide candidate growth.

CURR 395 - TPA Cycle 1 Seminar: Subject Specific Pedagogy (gen ed only)

CURR 396 - TPA Cycle 1 Seminar: Designing Instruction (gen ed)

CURR 397 - TPA Instructional Cycle 1 Seminar: Learning About Students and Planning Instruction

CURR 398 - TPA Instructional Cycle 2 Seminar: Assessment Driven Instruction

EDU 301 - Beginning Reading Curriculum & Instruction

This course provides candidates with a comprehensive, research-based curriculum addressing the theoretical and practical aspects of teaching reading, writing, speaking, and listening to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of Standard English, and advanced learners). Candidates are provided explicit instruction in beginning reading skills, phonemic awareness, phonics, word analysis, fluency, vocabulary development and reading comprehension. A variety of strategies, instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of beginning reading that are aligned with the Common

Core State Standards. Candidates understand and apply a variety of assessment practices to guide instruction.

EDU 303 - Language Arts, Literacy, and Writing Integrated with ELD

The course focuses on the ELD/ELA Framework and Standards, highlighting the needs of culturally diverse students. Emphasis is placed on the theoretical and practical aspects of teaching reading, writing, speaking, and listening relative to the diversity represented by all students in the classroom, allowing for the integration of students' real life experiences. A variety of strategies, instructional approaches and assessment procedures will be shared in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess student progress in a high quality literature and writing program.

EDU 304 - Integrated Math and Science Curriculum & Instruction

In this course, candidates demonstrate the ability to understand and teach the progression of the state adopted content standards, which includes the integration of literacy, technology, and other multimodal approaches, for all students, in science and mathematics. Candidates will learn how to incorporate STEAM concepts and practices into mathematical and science pedagogy, while facilitating students' development of the knowledge, skills, and academic language required to appropriately use various processes of problem solving.

EDU 305 - Visual & Performing Arts for Content Courses: History/Social Science

In this course, candidates will be introduced to the meaning, practice, and importance of arts integration. candidates will deepen their understanding of the creative process through learning and self-reflection. candidates will become familiar with the California Arts Standards, and their relationship to the Common Core State Standards (CCSS), the California English Language Development (ELD) Standards, as well as the ways in which the arts can support the Social Emotional Learning of both students and educators. candidates will learn to design and/or revise lessons that align with the California Arts Standards, the CCSS, and the California ELD Standards through hands-on experience with arts-integrated lessons, resources, and exemplars. These experiences will increase candidates' level of comfort and confidence in arts integration.

EDU 306 Health, Safety and Physical Education Curriculum & Instruction

This course is designed to prepare educators to design and implement instruction that assures that all students meet or exceed state-adopted content standards in the areas of Physical Education and Health & Safety, and appropriate ELD Standards, which can be integrated with other curriculum areas, using a variety of instructional strategies including technology. An emphasis is placed on student access and participation in order for students to reach their full potential in the areas of health and physical education.

EDU 310 - Psychosocial Child Development (Typical/Atypical)

The overarching goal of this course is to help candidates learn to incorporate knowledge gained from various psychosocial child development theories to all aspects of teaching and learning to maximize students' school success. The course will explore theories, research, principles, and stages of cognitive, linguistic, social/emotional, behavioral, and physical development of children. Candidates will examine social and educational structures and influences that promote or hinder the development and learning of diverse populations.

EDU 311 - Psychosocial Adolescent Development (Typical/Atypical)

This course is designed to help candidates learn to incorporate knowledge gained from various psychosocial adolescent development theories into teaching and learning to maximize students' school success. The course will explore theories, research, principles, and stages of cognitive, linguistic, social/emotional, behavioral, and physical development of adolescents. Candidates will examine social and educational structures and influences that promote or hinder the development and learning of diverse populations. Skills and information learned will be implemented in instructional plans.

EDU 351 - English Language Development

The overarching goal of this course is to help candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English learners. The course will explore pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners for the development of academic language comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Candidates will develop, deliver, integrate, and regularly assess an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English. Candidates will examine state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English

learners.

EDU 352 Classroom Management

In this course, candidates will learn to create a positive learning environment which not only recognizes the child's need to participate and belong, but also the child's responsibility for his or her actions and the impact those actions have on others in the learning environment. Candidates will also evaluate a variety of current research-based approaches to classroom management. After evaluating the theoretical foundations for classroom management techniques. Furthermore, candidates learn specific strategies for involving parents in the educational process in a positive and constructive manner. Practicum supervisors will observe course content in practice to ensure that a fluid connection exists between coursework and practice.

EDU 353 - Teaching Culturally and Linguistically Diverse Students

This course allows candidates to reflect on personal attitudes toward becoming culturally competent and explore implicit bias and its impact on the learning environment. Included in the course is the study and analysis of the role of an effective teacher in diverse settings and with individuals from different family structures, religions, races, cultures, socioeconomic status and ethnic backgrounds. Candidates will explore the instructional implications of challenges learners from diverse backgrounds face and learn instructional strategies and behaviors that are aligned with standards to move toward culturally proficient interaction.

EDU 354 Assessment to Inform Instruction for All Learners

Candidates learn to use multiple measures (formative and summative) and various forms of data to assess student progress in order to make appropriate instructional decisions. Candidates are introduced to the purposes and uses of different types of assessment instruments and how to effectively assess a range of learners as they plan for and modify instruction. Using UDL and MTSS, Candidates focus on ways to adapt curriculum, technology, and teaching practices to meet the needs of diverse learners.

EDU 355 Educational Trends

This course explores the influences of ethics and professional responsibilities as well as historical and political policies on today's educational practices. Candidates identify those influences within their classroom experiences, synthesize their understanding of state-adopted academic content standards, 21st Century learning environments and standards for career ready practice to develop their own philosophy of teaching and how students learn.

EDU 361 - Individual Education Plans and Transitions

This course is designed to build and develop candidates' existing knowledge of Individualized Education Plans (IEP) to a skill level where they are able to fully understand and participate in a student's IEP. The course will define all aspects of the IEP process, by answering who, what, when, where, and why IEPs are conducted and completed. Additionally, one will learn how to properly write IEP goals that are measurable and individualized to each student's needs. Candidates will also develop a fundamental understanding of the legal basis, history, and role of the Individual Transition Plan (ITP), including the role a student, their family, and other agencies play in the development of an ITP. Candidates will also learn when and how to access site-based community resources and agencies that provide social, emotional, health, and language services to their students.

EDU 362 - Learning Outcomes & Assessment for Students in Special Education

This course provides candidates with the knowledge of principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches. A variety of techniques, instruments, and processes that are unbiased, standardized, functional, curriculum referenced, and appropriate to the diverse needs of students, will be examined. Candidates will understand how to utilize the strategies and instruments to assess the developmental, academic, behavioral, social communication, vocational and community life skill needs of students. Student-based assessment data will be used to evaluate instruction to ensure the unique needs of each student are being met.

EDU 363 - Language Communication for Special Education

This course provides candidates with the knowledge of language development and its impact on learning. Candidates will explore a variety of communication needs, including those of typical/atypical development; second language development; and language disorders, disabilities, and differences. Multiple methods of communication and their effect on student behavior and academic progress are explored. Candidates will examine a variety of instructional skills and tools, including assistive technology, to understand classroom

environments that optimize learning opportunities. Candidates will use behavior based teaching strategies to plan instruction that will develop positive communication skills.

EDU 364 - Meeting the Diverse Needs of Special Populations

This course will focus on meeting the diverse needs of students in the classroom with attention on curriculum and instruction, inclusion and collaboration, and social-emotional learning. The goal of this course is to enable candidates to implement a variety of instructional strategies to meet the needs of special populations, including students with a diagnosis of: Autism, Specific Learning Disability, Intellectual Disability, Speech and Language Impairment and other disability categories. Candidates also explore common barriers to successful collaboration and describe the components of effective inclusion such as role clarity, interdependence, vision-driven solutions, and a focus on the child and families as full partners in systems of care. Additionally, candidates will learn how to develop instructional plans that include assistive technology to increase student engagement. The practical application of theories and best practices will be addressed throughout the course.

EDU 365 - Positive Behavior Management (ASD Series)

This course provides candidates with specific strategies for creating positive, supportive, respectful environments for students within mild to moderate settings. Exploration of proactive interventions to prevent discipline problems will be incorporated throughout the mastery of positive behavioral support (PBS). Candidates will develop individualized plans based upon functional analysis of the undesired behavior within its environmental setting for students with persistent and/or serious behaviors. These plans will incorporate assessment and reengineering of environments to increase social, personal, and professional quality in the students' lives. Behavioral interventions that are asset-based and focused on person-centered values will be developed in a collaborative, assessment-based process incorporating positive and effective interventions based upon the individual student. Candidates will explore the effectiveness of specific evidence-based strategies that benefit both the student and entire class, including Social stories, token economy systems, reinforcement methods, schedules, and transitions.

EDU 366 - Learning Environments and Practices for Extensive Support Needs (ESN Only)

This course provides candidates with instructional models, methods and resources that meet the diverse learning needs of students with moderate to severe cognitive disabilities. The candidates will study a variety of evidence-based practices for adapting the curriculum and materials using the principles of Universal Design for Learning in order to ensure that ALL students are provided access to grade level content based on the Common Core State Standards while focusing on individual IEP goals. Instruction in the areas of social, vocational and independent living skills will also be explored.

EDU 400 Instructional Strategies for Secondary Students

Candidates focus on the theoretical and practical aspects of teaching. Candidates explore and practice a variety of techniques and strategies that ensure effective instruction at the secondary level, including critical thinking skills and problem based learning. Multimodal instructional approaches (including UDL and MTSS) and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate and assess the lessons' effectiveness based on student learning. Instructional approaches will address issues of restorative justice and equity for all students.

EDU 404/405 Understanding by Design (UbD): Part 1/Part 2

Candidates focus on developing a three-stage Understanding by Design (UBD) unit plan that ensures rigorous learning for all students. Candidates will develop the UBD unit plan for a selected class on their current teaching assignment. Selected course assignments will be assembled for each stage of the UBD unit plan. Elements of the CalTPA are embedded in various lessons throughout the course. Subject specific pedagogy is addressed as candidates study the National and California Frameworks and Standards. Candidates will demonstrate the ability to deconstruct the standards to derive the three types of interrelated learning goals needed for students to acquire basic knowledge & skills, make meaning, and transfer learning to a variety of novel contexts. This course series will emphasize how to plan curriculum, instruction and assessments tailored to meet the specific and complex needs of a selected class of students. This variety will ensure the Candidate's ability to fluidly develop, deliver, and modify lessons within their discipline to a broad range of grade 7-12 student populations.

SPED 271 - Specialized Health in Education

The purpose of this course is to provide candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with federal, state, and local policies related to specialized health care in educational settings. There will be a focus on how to utilize information from the collaboratively developed individualized health care plans. Candidates will learn how to address functional limitations of movement and/or sensation for students with orthopedic impairments. An emphasis will be placed on strategies to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools, and the community. Candidates will learn strategies for developing a safe environment for all students. Candidates will gain knowledge of the risk conditions of atypical development, which includes specialized health needs, and their implications for learning.

SPED 272 - Assessment & Intervention in Early Childhood

This course will provide candidates with the knowledge of basic principles, processes, procedures and instruments that lead to appropriate interventions and well developed IFSPs/IEPs, and reflect an understanding of the range of appropriate assessment and evaluation approaches available for children birth through five years old. A variety of non-biased standardized techniques, instruments, and processes will be examined, including the DRDP r and DRDP access. Four purposes of Early Childhood and Early Intervention developed assessments (screening, diagnosis, program assessment and program evaluation) will be examined as will the different types of assessments that deal with physical, cognitive, language and speech, and psychosocial development along with self-help skills. Each candidate demonstrates an understanding of the IFSP/IEP process and the ability to participate with the family and other members of the team in the development and implementation of IFSP/IEP and the coordination of services. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

SPED 273 - Curriculum & Environments in Early Childhood

In this course candidates apply research of early childhood developmentally appropriate strategies to design and implement curriculum and learning environments that address each child's specific, disability-based learning need. The course includes teachings on effective curriculum and environments that focus on cognitive skills; language and literacy; motor skills; social/emotional growth; and communication skills. Candidates will expand their repertoire in order to develop learning environments for a wide range of settings such as homes, childcare and development settings, and other community

environments. Each candidate applies their new skill set of evidence-based intervention strategies, adaptations, and assistive technologies to maximize the child's learning potential. Attention will be paid to the benefit of small class settings and meeting the needs of culturally, linguistically, and ability diverse children and their families.

SPED 274 - Language & Communication in Early Childhood Special Education

This course will provide candidates with the knowledge of basic principles, processes, procedures of early language development and communication. Each candidate will demonstrate an understanding of the IFSP/IEP process and the ability to participate with the family and other members of the team in the development and implementation of IFSP/IEP and the coordination of services in regards to Language and Communication. This will include information and resources regarding Pre-Literacy, classroom environment and curriculum as they relate to this subject. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

SPED 276 - Practicum Fieldwork

Each candidate will complete a comprehensive study of programs and research in addition to participating as a part of a multi-disciplinary team to assess and develop an appropriate IFSP or IEP including development and implementation of strategies to meet the goals/objectives of the IFSP or IEP and progress monitoring. Candidates will be monitored and supervised by personnel holding an Early Childhood Special Education Credential.

SPED 302 - Special Education Law & Trends

This course will introduce candidates to the legal and ethical responsibilities of serving students with disabilities in California. Candidates will understand historical and current State and Federal mandates, trends, and legal models of social responsibility in teaching and serving students in Special Education. Candidates will learn how to apply the knowledge of special education law and mandates to (1) review and evaluate a legally-defensible Individual Family Service Plan (IFSP)/Individual Education Plan (IEP)/Individual Transition Plan (ITP), (2) monitor student's progress toward goals, and (3) facilitate and support those students in assuming responsibility for learning and self-advocacy. Candidates will learn strategies to work collaboratively with the IEP team to articulate a variety of interventions and related services needed to establish and maintain student success in the least restrictive environment (LRE).

SPED 360 - Exceptional Learners: Special Education Learners & Differentiation in the

Classroom

In the course, candidates will learn introductory information on multiple disabilities, including an introduction to Autism Spectrum Disorders (ASD). This emphasis will include identification, unique characteristics, and supports for students of multiple disabilities, including ASD. The course will focus on the importance of teacher collaboration with all stakeholders, including the role of the parent and school as well as exploring the notion of implicit bias on students with disabilities. Inclusive settings will be investigated extensively. The course will also focus on curriculum accessibility. Planning differentiated instruction for inclusive practices will be examined through the lens of accommodations and modifications as indicated on the Individual Education Plan (IEP); impact and consequences of sensory issues; and intervention plans. Curriculum and environmental adaptations for academic and social success will be discussed. Finally, the course will examine effective program planning. This includes the core challenges schools are confronted with in delivering academic, social, and behavioral educational services. Current research will be reviewed.

Tech 110 – Technology in the Classroom

In this course, Pre-interns will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. The course emphasizes hands-on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the introductory level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

Syllabus

The following items are shared in each course syllabus throughout Canvas:

- Course Title
- Course Description
- Course Dates and Locations
- Textbooks and Materials
 - Candidates are required to either rent or buy their textbooks. It is recommended that they rent course textbooks if a text is required in that course. They are also responsible for any materials needed in a given course or project within that course.
- Canvas
 - This course uses Canvas as the primary Learning Management System (LMS). For help with Canvas, please contact your instructor or Program Coordinator. To login, please visit www.lacoe.instructure.com
- Assignments
 - Instructor will give at least one-week notice for change in assignments and/or due dates.
- Assignment Point Breakdown

The following items are LACOE BTP Policy and recorded on every course syllabus:

Grading Policy

| Grades | Minimum Score | Final Grades |
|--------|---------------|--|
| A | 90% | <i>Final grades are posted in the Canvas PreService and District Intern Courses.</i> |
| B | 80% | |
| C | 70% | |
| D | 60% | |

A grade of C or below is considered a non-passing grade. A non-passing grade for the course will require the Intern to retake the course at cost, which may delay recommendation for a preliminary credential.

A final non-passing grade will result in automatic program probation status. More than one non-passing grade within one academic year will result in the Intern's removal from the District Intern Program, including removal of the Intern credential and loss of employment.

Course Drop Policy

Candidates who cannot continue in a course or believe they have equivalency for a course through other means, have an obligation to request an official drop from the course. It is encouraged for candidates to consult with the program coordinator when considering dropping a course.

It is the candidate's responsibility to officially request a drop from a course using the [Request for Assistance form](#) and submit any corresponding evidence to the program coordinator. The candidate must drop a course by the second week to avoid receiving a "W" or "NP" grade. The academic record of a candidate who drops a class after the first two weeks will receive a "W," except under extenuating circumstances that have been pre-approved by the program coordinator. Note: In extenuating circumstances the program coordinator may grant the candidate an Incomplete. In this circumstance, the candidate is unable to finish required coursework by the time the course concludes and must finish the missed work by a new deadline, set by the program coordinator, in order to pass the course and earn credit. If the candidate does not complete the required work by the new deadline, a non passing grade will be given and the candidate must retake the course at cost.

"W" - Withdrawal - removed from course, marked as "W" on transcript, point equivalency on transcript is zero, tuition not reimbursed, retake the course at cost
"NP" - Non Passing - no credit received for course, marked as "C," "D," or "F" on transcript, point equivalency is zero, tuition not reimbursed, retake the course at cost
"Inc" - Incomplete - marked as "Inc" on transcript until requirements are completed by the new course deadline (set by program coordinator), then marked with earned grade, point equivalency will reflect earned grade, retake the course at cost if the new course deadline is not met

Candidates who have a change in program status and need to unenroll in multiple courses must complete a request using the [Change in Program Status form](#). A program coordinator will contact the candidate to respond to the request, ask for any corresponding evidence, and develop a Change in Program Plan, if applicable.

Late/Make-Up Work Policy

There will be a 10% deduction of assignment points for an assignment that is late.

Assignments more than one week late will not be accepted nor receive credit. Exceptions to due dates and grade deductions will be determined by the instructor if there is an extenuating circumstance. If you believe you have an extenuating circumstance, email both the instructor and program coordinator ASAP.

Make-up work for failed assignments is not accepted. Make-up work for missed assignments due to extenuating circumstances must be requested as soon as the extenuating circumstance is known and/or occurs, and will be approved or denied by the instructor and program coordinator (See Course Drop Policy and Attendance & Tardy Policy).

Attendance & Tardy Policy

Attendance Policy: Attendance is mandatory at each class session for the entire scheduled class time. Any absence will cause a candidate to miss a significant amount of the course content and impact the candidate's ability to achieve course objectives.

10-Week Courses: 1 absence is permitted. An email is required to be sent to the Instructor and Coordinator. Unless the candidate has prior approval from the instructor and program coordinator, two or more absences will result in a non-passing grade, regardless of points.

6-Week Courses: No absences permitted. Unless the candidate has prior approval from the instructor and program coordinator, one or more absences will result in a non-passing grade, regardless of points.

Failure to meet the attendance policy will have an impact on the final grade or successful completion of the course. **Candidates who do not meet the attendance requirements will be placed on program probation and have to retake the course at cost, regardless of points.**

If a conflict with the course schedule is known (such as a school-related event), the candidate must contact the Instructor and Program Coordinator for approval before the scheduled class session that will be missed. Evidence as to why the class needs to be missed (such as a letter from the administrator) will be required. If granted permission to miss the class, arrangements for completion of missed assignments and activities will be made. If the absence is approved, attendance points will be excused for the class session.

Tardy Policy: The learning attendance expectation is that candidates are physically in attendance or logged in to the online session for at least 88% of the class meeting. (Example: 3 hour meeting with two breaks – no more than 20 minutes of missed class time) If the minimum attendance time expectation is not met, the class session will be marked as absent.

Zoom Protocol: It is the responsibility of the candidate to sign in and out for each session attended (if in person). Roll will be taken by the Instructor at the beginning and end of class for all Zoom class sessions.

If connectivity issues during a Zoom class session arise, every effort should be made to login to the course to listen and complete all assignments/activities. This may include calling in by phone. In addition, an email should be sent to the Instructor and Program Coordinator informing them of the connectivity issue and the efforts being taken to still attend class. Attendance credit in this situation will be determined by the Instructor and Program Coordinators. If connectivity issues continue, it is expected that the candidate makes alternate plans (possibly log in to class from an alternative location) to ensure attendance with camera and sound at subsequent class sessions. Please note that Zoom does not work internationally and should not be accessed while driving. Zoom connection while driving is unsafe and attendance credit will not be given.

Note: Contact the Pre-Service and District Intern Coordinators if an emergency situation arises. Individual situations will be reviewed and addressed on a case by case basis.

Note: The course schedule is provided in the syllabus to ensure candidates can arrange to attend all class sessions. In any rare instance where the schedule must be changed, the Instructor will provide ample notice and reminders so that alternative arrangements can be made.

Candidate Expectation & Professional Conduct

Candidates will:

- Bring a Photo ID to each class session to ensure proper check-in at security. (if attending class in person)
- Be active listeners and participants, including keeping your camera on during online zoom course sessions.
- Complete required readings and assignments by the due dates.
- Be prepared to participate in class discussions and activities.
- Self-monitor participation in-group discussions, including using the Norms of Collaboration (pausing, paraphrasing, probing, putting ideas on the table, paying attention to self and others, presuming positive intentions, pursuing a balance between advocacy and inquiry).
- Candidates and staff agree to treat one another with mutual trust and respect, promoting the success of each individual and the class, refraining from behavior that is offensive and disrespectful. Please remember that you are not anonymous, even when conversing online. While conversing on Canvas, please conduct yourself

in the same professional manner you would in a face-to-face discussion.

- Silence cell phones during class and step outside of class (or mute your computer), if necessary, to make a call.
- Use electronic devices in class only to access materials needed for course content. (if attending class in person)
- Communicate with the instructor any concerns regarding grades, assignments, schedule, syllabus, etc. **as soon as possible** to allow for immediate intervention as needed.
- Utilize the Request for Assistance Form found in the course under Modules if your questions are not answered.
- If attending class on Zoom, change your user name to Last Name, First Name for attendance purposes.

Academic Integrity

All members of our learning community agree to maintain personal and academic integrity. Beginning Teacher Programs (BTP) does not condone plagiarism because it violates rules and regulations regarding candidate conduct. Plagiarism is unacceptable for any assignment. Plagiarism is defined as submitting any work copied from another source and not giving correct citation and credit to the original author. Work includes and is not limited to discussion boards, reflections, assessments, papers, and all other assignments. All work submitted in this course is to be expressed in the candidate's own words. Follow all copyright laws and cite others' work used regardless of what citation style is used (APA, MLA, Chicago). If plagiarism is confirmed, the candidate will not receive credit for the assignment and the program coordinator will be notified. For more information and guidance on citing, please use the Purdue website:

https://owl.purdue.edu/owl/research_and_citation/resources.html

Program Probation

If at the halfway point of a class, a candidate is earning a non passing grade of less than "B" from a Instructor or a Practicum Supervisor, that Instructor or Practicum Supervisor will email the candidate and copy the program coordinator to notify the candidate is at risk of being placed on program probation.

If at the end of a class, the candidate earns a grade of less than "B" from an Instructor or Practicum Supervisor, or the candidate does not meet the attendance requirements, the

Instructor or Practicum Supervisor will contact the Program Coordinator to place the candidate on program probation. The candidate will be required to retake the course at cost. Any candidate who does not earn a passing grade in more than one course in any academic year will result in the candidate's removal from the PreService or District Intern Program, including removal of the Intern credential and loss of employment.

Note: In extenuating circumstances, a Change in Program Plan may be implemented by the Program Coordinator in lieu of removal from the program.

The Los Angeles County Office of Education provides support and assistance to candidates and only retains those who are suited for advancement into teaching.

Memorandum of Understanding - PreService

A signature below indicates that the candidate has been advised of the LACOE PreService program requirements. Any extension of the program requirements requires payment for the services at the current year program rates. See [website](#) for current rate. The following is a summary of the Candidate and LACOE PreService Program agreement.

These responsibilities and/or expectations include:

Attend a pre-service orientation meeting.

Complete and pass all required courses as listed on the candidate's Pre-Service Schedule.

Enrollment is for the academic year the candidate applied and was accepted into the program.

If the Pre-service program is not completed within the same academic year, The candidate may enroll in subsequent academic year but must pay for courses not completed.

All courses use Canvas as the primary Learning Management System (LMS). Candidates are expected to submit all assignments as stated in each Canvas course.

Abide by the program's attendance guidelines as stated in the BTP PreService Candidate Handbook.

Abide by the program's late/make-up work policy.

Abide by the program's grading policy.

Conduct themselves with Academic Integrity at all times.

It is the candidate's responsibility to officially notify the program coordinator in writing and complete the Candidate Change in Program Status Form if they withdraw from the program. Failure to attend classes or informing the instructor does not constitute official withdrawal.

Communicate promptly:

With a course teacher with academic concerns or assignment questions as soon as possible.

With a coordinator to update personal contact/employment information, program status, or extension of deadlines.

Respond to emails, phone calls, verbal and written program requests by the program coordinator, BTP staff, and instructors.

Express concern regarding any aspect of the program by submitting a Request for Assistance Form available in each Canvas course under Modules.

Always conduct themselves with professional integrity (with other candidates, LACOE staff, and security personnel). It is essential that Candidates model proper and legal aspects of professional integrity. Failure to demonstrate professional integrity may result in removal from the program.

I have been informed of the Accommodations Request process and am aware that I can access the information through the PreService Candidate Handbook.

I have been informed of the Grievance Process and am aware that I can access the information through the Canvas courses and the BTP [website](#).

The following is a summary of the Candidate and LACOE Pre-service Coursework tuition and fee agreement. The candidate agrees to:

I have paid the non-refundable application process fee.

I have paid the Pre-Service Program tuition fee in full prior to orientation.

Abide by the program's refund policy:

A refund will be issued if withdrawal occurs at least 10 business days prior to the beginning of the cohort program, otherwise, tuition is non-refundable.

Candidates who earn non-passing grades must retake and pay the remediation course fee per remediated course.

Candidates who withdraw before program completion and return in a subsequent cohort will be required to re-enroll and pay any required fees at the current program rate:

If the time between withdrawal and return is **less than one academic year**, the candidate must pay the non-refundable reinstatement fee. Re-enrollment tuition will be prorated based on the number of courses completed in the previous cohort at the current course fee per incomplete course.

If the time between withdrawal and return is **more than one academic year**, an updated application packet must be completed and the candidate must pay the non-refundable application fee. Re-enrollment tuition will be prorated based on the number of courses completed in the previous cohort at the current course fee per incomplete course.

If the time between withdrawal and return is **more than five academic years**, an application packet must be completed and the candidate must pay the non-refundable application fee. The candidate must also pay full program tuition at the current program rate and take all required courses.

Abide by the program's current 21-22 charges and fees listed below.

| | | |
|--------------|---------------------------------|---|
| \$300 | Application Process Fee | Due at the time of application submission. Non-refundable. |
| \$1,000 | Pre-service Program Tuition Fee | Due date as outlined on the cohort course schedule. Refundable up to 10 business days prior to the beginning of the cohort program. |
| \$150/course | Course remediation | Due before the course begins. Refundable up to 10 business days prior to the start date of the new cohort. |
| \$225 | Reinstatement fee | Due prior to cohort orientation date. Non-refundable. |

| | | |
|--------------|------------------------------|---|
| \$125/course | Course re-enrollment tuition | Due date as outlined on the cohort course schedule. Refundable up to 10 business days prior to the beginning of the cohort program. |
|--------------|------------------------------|---|

Payments

All payments will be paid to LACOE – Beginning Teacher Programs (BTP) via credit/debit card using the BTP online payment platform. Candidates will be directed to our 3rd party processing company, *AllPaid*, to make the online payment.

You may sign up for the online payment platform at <https://btp.lacoe.edu/> and log in.

Transaction Fees

LACOE-BTP currently incurs the 2.5% non-refundable transaction fee assessed by AllPaid. Currently, the transaction fee is waived for program candidates. However, this policy may be subject to change as LACOE-BTP finds it necessary.

Refunds and Cancellation

All refund and cancellation requests need to be communicated to LACOE-BTP at caple_marisa@lacoe.edu within a two (2) hour period from transaction initiation. Failure to do so may cause the refund to be delayed. LACOE-BTP will not charge a refund fee. However, the 2.5% transaction fee previously assessed by AllPaid will be deducted from the refund amount.

Signature indicates the candidate participated in program orientation, has received a copy of the pre-service schedule, and has read and agreed to program requirements and terms outlined.

Signature

Date

LACOE does not discriminate against individuals on the basis of age, actual or perceived race, actual or perceived gender, ethnicity, national origin, religion, disability, or sexual orientation. LACOE complies with the Americans with Disabilities Act to ensure equal access to all qualified individuals with a disability.

Memorandum of Understanding - Intern

A signature below indicates that the teacher has been advised of the LACOE District Intern program requirements. Any extension of the program requirements requires payment for the services at the current year program and district rates. See promissory note for the current rate. The following is a summary of the Candidate and LACOE District Intern agreement.

The Candidate agrees to:

Complete all required courses as listed on the candidate's Individual Advisement Plan.

Attend the 2-day (3 hours per day) Intern program orientation.

Abide by the program's policies as stated in the BTP PreService Candidate Handbook.

Attendance and Tardy Policy

Late/Make-up Work Policy

Grading Policy

Program Probation

Conduct themselves with Academic Integrity at all times.

All candidates, except Accelerated, are required to take and pass the California Teacher Performance Assessment (CalTPA). The CalTPA is completed in two cycles. Candidates must create a profile on the CalTPA website, submit the necessary assessment documents, and pay the \$150 TPA fee. If a cycle does not earn passing scores, it is the candidate's responsibility to resubmit and pay the necessary fees to the CalTPA Pearson site.

Candidates must complete all required exams.

Candidate and Practicum Supervisors are expected to meet all Practicum Fieldwork requirements.

Upload all assignments as described in the Online Management System (Canvas.)

Complete local course and program evaluations/surveys.

Use Canvas and the LACOE website to access resources, documents, and contact information.

Communicate promptly

- a. With a course teacher with academic concerns or assignment questions as soon as possible.
- b. With a coordinator to update personal contact/employment information, program status, or extension of deadlines.
- c. Respond to emails, phone calls, verbal and written program requests by the program coordinator, BTP staff, and instructors.
- d. Express concern regarding any aspect of the program by submitting a Request for Assistance Form

available in each Canvas course under Modules.

The LACOE District Intern program is job-embedded. If the candidate leaves the position or goes on medical/maternity leave, their program is “on hold” until they are able to return. It is the candidate’s responsibility to officially notify the District Intern Coordinator in writing and complete the Candidate Change in Program Status Form if they withdraw from the program. Failure to attend classes or informing the instructor or practicum supervisor does not constitute official withdrawal.

Always conduct themselves with professional integrity (with other candidates, LACOE staff, and security personnel). It is essential that Candidates model proper and legal aspects of professional integrity. Failure to demonstrate professional integrity may result in removal from the program.

Acknowledge receipt of the Beginning Teacher Program Intern Handbook and understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it.

Acknowledge being provided information about the Early Completion Option (ECO) available to general education credential candidates – requirements include successful passing of TPA 1 on the first attempt, CBEST, CSET, Preservice, RICA if multiple subject candidates, NES exam, and educational technology course. Application deadline: August 31st.

Acknowledge being provided information about the Accelerated program available to candidates who hold an existing credential and are working to earn an education specialist authorization.

I have been informed of the Accommodations Request process and am aware that I can access the information through the Intern Candidate Handbook.

I have been informed of the Grievance Process and am aware that I can access the information through the BTP [website](#).

Make the monthly tuition as stated on the Promissory Note. Failure to make tuition payments will result in the program placed on hold and withdrawal of the District Intern credential and the site administrator will be contacted.

Any candidate who withdraws from the program and then returns at a later date must pay the \$300 reactivation fee in addition to completing new application and enrollment documents.

Signature indicates candidate participated in advisement and agrees to basic requirements.

Date

LACOE does not discriminate against individuals on the basis of age, actual or perceived race, actual or perceived gender, ethnicity, national origin, religion, disability, or sexual orientation. LACOE complies with the Americans with Disabilities Act to ensure equal access to all qualified individuals with a disability.

Request for Assistance

Los Angeles County Office of Education (LACOE) Beginning Teacher Programs seeks to resolve all candidate questions/concerns in a timely and effective manner.

A candidate with a question/concern has options through informal processes to find resolution. Basic steps include:

1. Begin addressing the matter by checking the program website (btplacoe.com) and/or the Canvas course.
2. If an answer is not found, next ask the mentor/practicum supervisor.
3. If the matter is not related to or resolved with the mentor/practicum supervisor, then contact the program coordinator using the Request for Assistance Form (found in Canvas/Pages). The coordinator will respond to the request for assistance in a timely manner.

<https://forms.gle/odZR0CAEZ4enLYqM8>

Note: In the case of a Candidate who is not satisfied with his/her mentor assignment, the following steps should be followed:

- The Mentor or the Candidate contacts the Induction Coordinator who will meet separately and/or together with parties to try to resolve the issue
- If no resolution occurs, the Induction Coordinator will make a reassignment

Request for Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), the Los Angeles County Office of Education (“LACOE”) provides reasonable accommodations to participants with disabilities in its Beginning Teachers Program. To request reasonable accommodation, LACOE requires individuals with disabilities to inform the Beginning Teachers Program of their restriction(s) in order to determine appropriate auxiliary aids, accommodations, and services. When the disability or need for accommodation is not obvious, LACOE may request reasonable documentation regarding the employee’s condition, functional limitations, and need for accommodations.

Upon receipt of a request for accommodation, LACOE will enter into an informal interactive process to determine reasonable accommodation(s) by identifying:

1. The barriers resulting from the interaction between the documented disability and the program environment;
2. The possible accommodations that might remove the barriers but do not negate safety standards;
3. Whether or not the student has access to the program, service, activity, or facility without accommodations; and
4. Whether or not essential elements of the program, service, activity, or facility are compromised by the accommodations.

In accordance with law, the coordinator shall take steps to ensure the confidentiality of information related to medical conditions or history.

Submitting a Request For Accommodations Form does not guarantee that the requested accommodation will be granted. A thorough review of the request and submitted documentation and a meeting with the program's coordinator is necessary to determine reasonable accommodation(s).

Please submit documentation to verify your disability to be considered for accommodations. After the review of documentation, the designated Beginning Teacher Programs Coordinator will contact you to schedule a meeting.

https://docs.google.com/forms/d/e/1FAIpQLSe6mlCtFSwyORshRzGjI5msFP5UpaAEZV88Pu6IP2Ghy0aEQg/viewform?usp=sf_link

Transferring to Another Program

Intern Transportability Process for Candidates

Intern programs allow for a candidate to move from one program to another as he/she/they meets competencies towards program completion and licensure recommendation. The following document outlines the Intern Transportability Process for Candidates.

Responsibilities of the Transferring Candidate

Maintaining appropriate credential status through completion of Intern requirements is the responsibility of the individual candidate. The Intern Programs provide the supportive and assistive route to complete the requirements for the California Preliminary Credential.

When transferring Intern Programs, it is the candidate's responsibility to communicate with the program coordinator as soon as possible. They will need to complete the [change in program status form](#) and order official LACOE transcripts to provide to the new program. Please note that candidate tuition must be in good standing to order official LACOE transcripts.

With the assistance of the Intern Programs involved, the candidate who is transferring programs is responsible for securing all required documentation and evidence and communicating in a timely manner, as soon as possible, with both the "sending" and "receiving" approved Intern Programs. Upon program completion, the receiving final approved Intern Program will be the LEA making the preliminary credential recommendation for the candidate.

Responsibilities of the Transferring Intern Candidates include:

1. Obtain from the sending program all necessary supporting documentation and a transportability completion record, including the Individual Advisement Plan and official LACOE transcript, which documents the candidate's experiences in the sending program.
2. Contact the receiving program immediately upon hire.
3. Submit all necessary supporting documentation and a transportability completion record, including the Individual Advisement Plan and official LACOE Transcript to the receiving program.

Responsibilities of the Sending Intern Program include:

1. Provide all necessary supporting documentation and a transportability completion record, including the Individual Advisement Plan and official LACOE transcript, of the candidate to the candidate upon request.
2. Advise all candidates of their responsibilities if they transfer to another Intern program.

Responsibilities of the Receiving Intern Program

The receiving program is responsible for verifying that the transferring candidate has a transportability completion record supported by evidence from the sending program. As the LEA recommending the new intern credential, it is imperative that the receiving program verify that the transportability completion record is supported by appropriate evidence.

Responsibilities of the Receiving Intern Program include:

1. Contact the sending program to verify the accuracy of the transportability completion record and supporting evidence.
2. Based upon documentation and evidence, accept completion of standards as appropriate.
3. Obtain any other information needed to guide the placement of the candidate.
4. Recommend for a new intern credential.

Interruption in Program Completion

Once a candidate is officially accepted and enrolled in LACOE's Educator Preparation Program, the expectation is that both years of the program will be completed consecutively. If, for whatever reason, this sequence is interrupted, the candidate needs to complete the [change in program status form](#) and the following will apply:

1. If a candidate completes Year 1 and would like to take time off before beginning Year 2, the candidate is eligible to take 1 year off without any additional LACOE fees. However, please note that taking a break from the Intern program will result in loss of Intern credential and loss of employment. The candidate will need to verify employment and re-apply for the Intern credential, including payment of any credential fees to CTC.
2. If the candidate returns 2 years or more after completing Year 1, they will be required to re-pay the non-refundable Advisement Fee. All candidates who take a year or more off are required to attend an Advisement Meeting before restarting the program.
3. If a candidate completes a portion of Year 1 and needs to take time off (such as for maternity leave, change in employment status, medical leave, etc.), additional fees and re-completing work may apply. Since these situations vary greatly, an agreement will be made upon exiting the program in regards to re-enrollment and returning requirements. A candidate will be contacted by an Intern Coordinator to schedule a meeting to develop a plan after the [change in program status form](#) is completed.

Teach Out Plan

Once a candidate is officially accepted and enrolled in LACOE's Educator Preparation Program, LACOE commits to offer the CTC approved program, meet and adopt the required standards, until the candidate:

1. Completes the program;
2. Withdraws from the program;
3. Is dropped from the program based on established criteria; or
4. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the unlikely event that LACOE's Educator Preparation Program must close, LACOE's "Teach Out Plan" (TOP) will immediately take effect. The TOP will be facilitated by LACOE staff to assist and coordinate the next steps with each candidate. The plan will provide the candidate two routes to ensure successful, timely completion and recommendation of a clear credential as described below. Also, advisement will be available to each candidate to revisit and establish a personal pathway to a preliminary/clear credential. Advisement will include "Transportability" or "Individual Development Plan" documents.

1. Route one: LACOE commits to providing the required staff and the necessary resources to remain in operation for all officially enrolled candidates to receive a preliminary/clear credential.
2. Route two: If a candidate solely decides to continue their program elsewhere, LACOE will assist by identifying and working with local educator preparation programs that will meet the candidate's needs.

Grievance Policy

Right to Appeal

The Los Angeles County Office of Education (LACOE) has initiated and implemented procedures for grievances/appeals by candidates with the intent of assuring fairness and objectivity. The procedures are not designed to incorporate all of the due process safeguards that our courts of law require. The purpose is to provide a system that will represent “fairness and the absence of arbitrariness”.

Los Angeles County Office of Education (LACOE) Education Preparation Unit seeks to resolve all candidate issues in a timely and effective manner.

Informal Process: Program-Level

A candidate with a complaint has recourse through complaint procedures beginning at the program level. In most cases grievances/appeals can be resolved through the process of expressing the concern with the individual program director. Basic steps in the Program-Level Process include:

- Begin addressing the matter with the program director in which the issue originated.
- If the issue is not resolved at the program level, then the grievance/appeal advances to the unit level.

Formal Process: Unit-Level

If still unresolved after following the appropriate Program-Level grievance/appeal procedures, the candidate may choose to have the issue reviewed at the Unit-Level. In this case the following procedures apply:

1. Candidate submits a formal grievance/appeal to program director/coordinator using the Grievance/Appeal Process form on the LACOE website or may be accessed using the link below (see also Appendix D):

<https://forms.office.com/Pages/ResponsePage.aspx?id=BvWFmmaF4Uqb07P7qCIPCUA0tWRWLJZAhDN7070uBm1UMkVVOVJUNehaVEJSNVdPUjRjNjNJRzdZSy4u>

2. The Division Director (or designee) will convene a panel composed of other LACOE unit credential program directors/coordinators (or designee) to review grievance/appeal documents.

The panel may, as necessary, call upon the candidate, qualified faculty and/or coach/mentor, or program staff from said program in which the grievance/appeal generated for clarification and/or input regarding the complaint.

A panel decision must be made by majority vote.

3. The panel shall issue a written decision within 30 calendar days to the candidate and Program Director/Coordinator and shall include a statement summarizing the panel's final disposition of the grievance/appeal.

The panel's decision shall be final, and all remedies shall be considered to have been exhausted.

The panel's written decision shall be placed in the candidate's file.

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Los Angeles County Office of Education

Beginning Teacher Programs

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Acronym Key

AA - Added Authorization
ASD - Autism Spectrum Disorder
AVID - Advancement via Individual Determination
CAASPP - California Assessment of Student Performance and Progress
CCSS - Common Core State Standards
CFA - Common Formative Assessment
CSTP - California Standards for the Teaching Profession
CTC - Commission on Teacher Credentialing
CTE - Career Technical Education
DHH - Deaf and Hard of Hearing
ECO - Early Completion Option
ECSE - Early Childhood Special Education
ED - Emotional Disturbance
EL - English Learner
ELD - English Language Development
ELL - English Language Learner
ELPAC - English Language Proficiency Assessments for California
ESN - Extensive Support Needs
ESSA - Every Student Succeeds Act
GATE - Gifted and Talented Education
IAP - Individual Advisement Plan
IDEA - Individuals with Disabilities Education Act
IEP - Individualized Education Plan/Program
IHE - Institute of Higher Education
LAD - Language and Academic Development
LCAP - Local Control Accountability Plan
LEA - Local Education Agency
LRE - Least Restrictive Environment
MD - Multiple Disabilities
MM - Mild Moderate Disabilities
MMSN - Mild to Moderate Support Needs
MS - Moderate Severe Disabilities
MTSS - Multi-Tiered Systems of Support
OHI - Other Health Impairment
OI - Orthopedic Impairment
PBIS - Positive Behavioral Interventions and Supports
PHI - Physical and Health Impairments
PLC - Professional Learning Community

RtI - Response to Intervention
SARC - School Accountability Report Card
SBAC - Smarter Balanced Assessment Consortium
SL - Speech and Language
SLD - Specific Learning Disability
SST - Student Study Team
SPED/ SpEd - Special Education
TBI - Traumatic Brain Injury
TPA - Teaching Performance Assessment
TPE - Teaching Performance Expectations
UDL - Universal Design for Learning
VI - Visual Impairments

Appendix A - Teaching Performance Expectations

[California Teaching Performance Expectations](#)

[Literacy Teaching Performance Expectations](#)

[Preliminary Education Specialist Teaching Credential
Preconditions, Program Standards, and Teaching
Performance Expectations](#)

Appendix B - [Grievance Policy Form](#)

Name *

Email *

Phone Number *

In what program, within the Educator Preparation Unit, are you currently enrolled? *

District Intern Program

General Education Induction Program

Special Education Induction Program

Autism Added Authorization Program

Early Childhood Added Authorization Program

Approximately when did you start the program? *

When is your anticipated date of completion? *

Have you attempted to solve this issue through an "informal" process prior to completing this form? *

Yes

No

Briefly describe the event or circumstance about which you wish to file a complaint or appeal. *

If you answered "Yes" to the question above, please describe briefly what you have done informally to address your concern. *

Briefly describe the remedy you are seeking. *

Submit completed form to program coordinator or director.