

2019  
**Intern**  
PROGRAM CATALOG

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Catalog effective date: June 15, 2019

The High Tech High District Intern Program is approved by the Commission on Teacher Credentialing (CTC) to offer California educator preparation programs under Local Education Agency (LEA) status.

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811

<http://www.ctc.ca.gov/reports/data/app-approved-program.html>

The HTH District Intern Program is a job-embedded teacher preparation program, authorized by the California Commission on Teacher Credentialing (CTC) to credential teachers while they are employed as the teacher of record. Upon successful completion of the program, participants obtain a Preliminary California Teaching Credential.

The HTH District Intern Program is guided by four design principles: equity, personalization, authentic work, and collaborative design—that set aspirational goals and create a foundation for understanding our approach. Our program is designed to prepare new teachers to understand, engage in, and apply these principles to their daily practice.

### OUR APPROACH

**Teaching for Equity:** Participants learn to create equitable learning environments and conditions that support the success of all students.

**Connecting Theory and Practice:** Teaching experience serves as a text for program coursework and course discussions.

**Modeling Teaching Strategies:** Course instructors are K-12 educators who model student-centered, constructivist pedagogical strategies.

**Student Voice:** Participants learn to create classroom environments that value student voice and experience; K-12 students serve as collaborative designers and faculty consultants.

# STAFF DIRECTORY

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## PROGRAM ADMINISTRATORS

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## MISSION

The HTH District Intern Program is dedicated to improving public education by preparing reflective practitioners. The program is centered around the HTH design principles of equity, personalization, authentic work, and collaborative design. Teacher preparation is embedded within K-12 clinical sites where participants can experience a practical context for teaching and learning while being supported by a collegial support network.

## OFFERINGS

### Secondary Education, 6-12

District Intern Single Subject Teaching Credential

- Art
- English
- Mathematics
- Science: Chemistry, Biology, Physics or Geosciences
- Social Science
- World Languages

### Elementary Education, K-8

District Intern Multiple Subjects Teaching Credential

### Education Specialist, K-12

District Intern Education Specialist in Mild to Moderate Disabilities Credential

PROGRAM ELIGIBILITY

To be eligible to enroll in the HTH District Intern Program, an applicant must have both a) qualifying employment in a teaching assignment that matches the credential held and b) completed prerequisites.



PREREQUISITES

Bachelor’s Degree

Official transcripts from all regionally accredited universities (electronic or sealed originals required) sent to: HTH Forum, ATTN: Credentialing, 2150 Cushing Road San Diego, CA 92106 or electronically to: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)

Certificate of Clearance

Complete the LiveScan fingerprinting process using Form 41-LS and apply online for a Certificate of Clearance (unless valid CA Substitute Permit is held).

Basic Skills Requirement

Most will satisfy this requirement by passing the CBEST exam; other methods see Commission leaflet CL-667.

US Constitution

During the enrollment process, a transcript review will be completed to see if this requirement has been satisfied through college coursework. If not, applicants may complete a college level US Constitution course (min 2 semester units) or receive passing scores on an online US Constitution exam, such as: <http://www.usconstitutionexam.com>.

Subject Matter Competency

Passage of the appropriate CSET exam (see table) or subject-matter waiver letter that matches teaching assignment.

Employment

Employed or offered employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county.

If employed at a school outside of HTH Charter, then HTH credentialing will seek to establish a Memorandum of Understanding (MOU) outlining roles and responsibilities for Intern support.

CSET exam options per authorization area:

- SECONDARY (Single Subject)
- ✓ Art
  - ✓ English
  - ✓ Math (foundational)
  - ✓ Science (any level)
  - ✓ Social Science
  - ✓ World Languages

- ELEMENTARY (Multiple Subjects)
- ✓ Multiple Subjects

- EDUCATION SPECIALIST (Mild/Mod)
- ✓ Art
  - ✓ English
  - ✓ Multiple Subjects
  - ✓ Music
  - ✓ Math (including foundational)
  - ✓ Science (any level)
  - ✓ Social Science
  - ✓ World Languages

## ENROLLMENT DEADLINES

**June 14: Conditional Admittance**

Granted if the following documents (see pg. 5) are completed and uploaded with the online application. The Credential Analyst will verify documentation and then enroll the candidate in their respective online prerequisite courses.

1. Official Transcripts
2. Certificate of Clearance or Sub Permit
3. Basic Skills (CBEST or equivalent)
4. Proof of US Constitution
5. Enrollment Agreement
6. Payment Form

*Passage of CSET and verification of employment is due no later than July 26, 2019 in order to be eligible for full admittance into the Intern program.*

Prerequisite courses for Single/Multiple Subjects (dates 6/17 - 7/26):

- Emergent Bilingual Learners
- Culturally Responsive Pedagogy

Prerequisite courses for Education Specialists (dates 6/17 - 7/26):

- Emergent Bilingual Learners
- Neurodiversity in Education

**July 26: Full Admittance**

Granted if all of the following is received:

1. Prerequisite coursework successfully completed
2. Passage of CSET that matches teaching assignment
3. Verification of employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county.

If all of the following is received by this date, participants will qualify for a CA District Intern Credential, which authorizes their service in a CA public school for the 2019-20 school year.

**No Admittance**

If by July 26, 2019 a candidate fails to qualify for a District Intern Credential, then their employment eligibility and/or continuation in the District Intern Program is in jeopardy. Candidates are encouraged to apply to the program next school year and will receive a certificate of completion for completed prerequisite coursework.

## POLICIES &amp; PROCEDURES

CHANGES IN CONTENT AREA

Individuals enrolled in a District Intern Credential Program may only pursue one credential and content area at a time. Those offered a teaching position in another content area should consult the program as soon as possible. A program change may be requested and learning plan created.

CHANGES IN EMPLOYMENT

Individuals planning to transfer to another school site or district while enrolled in a District Intern Credential Program must notify the program immediately. Continued participation in the program is dependent upon holding a qualifying teaching assignment that matches the credential held. District Intern program coursework is not transferable.

EQUIVALENCY

Coursework completed through a Commission-approved teacher preparation program within the past five years may be reviewed for equivalency upon request. A maximum of 12 semester units may be accepted.

COURSE REPEAT OR NEED 3rd YEAR

If a participant needs to repeat a course, or continues into a third year, a \$500 fee, per semester enrolled, will be charged. Education Specialists have a third year option to complete their Intern credential program if warranted and with permission from the Director.

PRIVACY

HTH understands that the educational record of the Participating Teacher, employed by an Employer, is protected by FERPA. As a result of the Memorandum of Understanding (MOU) Agreement, the Employer is considered a school official with a legitimate educational interest in determining the professional responsibility of the Participating Teacher. HTH agrees to protect the privacy of educational records concerning any Participating Teacher and will not transmit, share or disclose any such records without the Participating Teacher's written consent, except to other school officials who have a legitimate educational interest in the records.

EQUAL OPPORTUNITY POLICY

The HTH Teacher Center makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention or program completion of participating teachers, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

GRIEVANCE POLICY

The HTH Teacher Center Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any individual who believes that s/he has grounds for a grievance should follow the procedure below:

- First, an individual should make an attempt to resolve the issue through early informal discussion of the matter with the Teacher Center staff, mentors, practitioner faculty, or program administrators.
- If the issue is not resolved, the individual is encouraged to submit a written summary of the grievance to the Director of Intern and Induction Programs.
  - Grievances will be addressed in a timely manner in the hopes of finding a quick resolution.
  - A written response will be provided to the individual within 10 business days of receipt.
- The Director will follow up with all involved parties and make a recommendation or determination based on Teacher Center policies and procedures.
- If the individual is not satisfied with the outcome, an appeal may be submitted to the HTH Chief Learning Officer.

**PROGRAM FEES**

**PROGRAM FEES**

Flexible monthly payment plans are available. Fees must be received and processed by the HTH business office no later than the close of each program year (June). Fees are established each year for the program and are subject to change.

YEAR ONE: **\$3,500**  
YEAR TWO: **\$3,500**  
BRIDGE: **\$3,500**

**DELINQUENT ACCOUNTS**

Accounts become delinquent if payment is 30 days overdue. Individuals with delinquent accounts may be prohibited from attending classes or obtaining transcripts. All program fees must be paid in full, prior to the program applying for a credential. Please contact the program manager if seeking alternative payment plans. Failure to agree or adhere to a payment plan may result in delinquent accounts being sent to a collections agency.

**ANTICIPATED FEES**

The HTH Teacher Center strongly recommends that participants budget for associated testing and application fees. The table below contains estimates only. State and testing agency fees will vary and does not apply to every participant.

\$5 +	Transcript request
\$52.50	Certificate of Clearance
\$75 +	LiveScan
\$85	US Constitution exam
\$100	CBEST/BSR
\$52.50	District Intern Credential (w/ Certificate of Clearance)
\$171.00	RICA Exam (ES & MS)
\$100- \$400	CSET (varies by content)
\$95	APK Exam (ECO)
\$267	EdTech CSET (ECO)
\$300	CalTPA (cycles 1 & 2)
\$102.50	Activate Preliminary Cred

**HTH TEACHERS**

The program fee will be paid by payroll deduction. Each school year contains 24 pay periods (2 per month). First deduction will occur with August 15th payroll and final deduction on July 31st.

**PARTNER SCHOOL TEACHERS**

The program fee will be paid in ten equal monthly installments (August through May). Acceptable payment methods include recurring debits from a bank account or major credit card. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date.



## COURSE EXPECTATIONS & CITIZENSHIP

### Punctuality

Participants must arrive on time (start time is 4:45 pm) and be prepared to successfully meet course expectations. Participants that arrive 15 minutes late to class will be counted as absent.

### Attendance

Attendance **at each class session** is mandatory to receive course credit. If an unavoidable emergency prevents attendance, it is the responsibility of the teacher to arrange make-up work or session. Accommodations are at the discretion of the course instructor. Any absence will result in a meeting with program directors.

### Make-Up and/or Late Work

All work should be submitted on time. However, if a class is missed or additional time is needed due to an illness, then it is the responsibility of the participant to contact/approach the course instructor. Late/missed work up may be submitted two (2) weeks from the original due date otherwise a grade of incomplete will be given. Communication with course instructor is vital.

### Participation

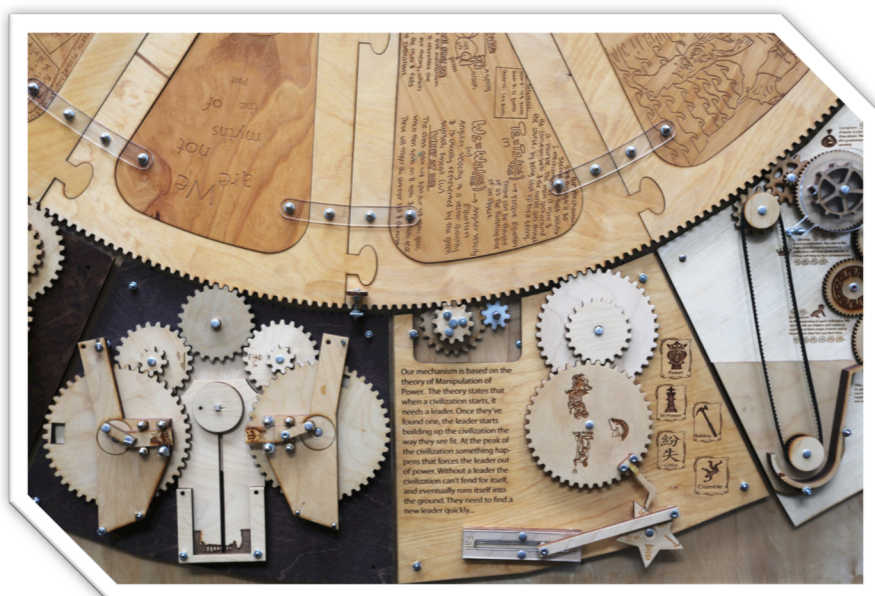
In addition to physical presence, mental presence is also required. Teachers are expected to be positive contributors to the learning environment, responsible for their own learning, and productive citizens within the classroom.

### Post Graduate-level work and Ethics

A teaching credential should be regarded as a symbol of professionalism. Any form of cheating will result in immediate action and penalties which may include repeating the course or departure from the program.

### PowerSchool LMS

All syllabi, coursework and feedback will be provided on the HTH PowerSchool Learning Management System (LMS). Most coursework will be submitted electronically on the LMS system. If you need assistance or login information, email:  
[credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)



## COURSE EXPECTATIONS &amp; CITIZENSHIP

Assessment

Courses are graded on a credit/no credit basis. As courses are designed around the conversations in class; attendance is vital and full participation is encouraged. Rather than focusing on a letter grade, the learning process is supported through conversation, critique, discussion, and Put It To Practice (PITP) assignments. Courses are assessed in accordance with the following criteria:



- ✓ Process = benchmarks for projects (all drafts, critiques, etc.)
- ✓ Content = PITP, reflections annotations, discussion posts, essays, assignments
- ✓ Participation = activities done in class & attendance

Credit “CR” (Pass)

Class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, teachers must achieve the learning outcomes and standards listed on the syllabus. The final product must “meet” or “exceed” the criteria stated on the rubric. Teachers will be required to revise their work if they “approach” the criteria.

No Credit “NC” (No Pass)

The teacher makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes and standards for the course, such as class participation and/or outside work are below average; assignments are missing, incomplete, and/or the standards set by the class.

## MENTOR PROGRAM

Each enrolled Intern is partnered with an on-site, subject specific matched, CLAD certified, Mentor. The Mentor provides intensive guidance, support, and coaching for the duration of the program. Mentor teachers must hold valid California credentials and are required to have a minimum of three years of successful classroom teaching experience.

Mentors meet weekly with their mentee and conduct formal observations of teaching practice. If a mentee works at an affiliated partner school, then their school is responsible to identify and compensate an appropriate, on-site Mentor.

HTH Mentors are paid a stipend for their time and expertise. All Mentors attend training and professional development.



Mentors provide:

- Weekly instruction and assessment support based on the TPEs (min 3+ hours/week)
- English Learner pedagogical support
- Subject Specific strategies and coaching
- Individualized support in teaching and fieldwork

PREREQUISITES

Intern participants are required to have 120 hours of instruction prior to being admitted into the HTH District Intern Program. This instruction includes foundational preparation in general pedagogy prior to the start of the program of study. Completion of prerequisite coursework does not guarantee admission into the Intern program. Courses run concurrently.

Dates: June 17 – July 26, 2019  
Mode: 100% online

To register for prerequisites:

- Bachelor’s Degree
- Certificate of Clearance
- CBEST (or equivalent)
- US Constitution (course or exam)

FOR TEACHERS

**EDUC 400**  
**Emergent Bilingual Learners**  
Prerequisite Course  
6 weeks/online



**EDUC 401**  
**Culturally Responsive Pedagogy**  
Prerequisite Course  
6 weeks/online



FOR EDUCATION SPECIALISTS

**EDUC 400**  
**Emergent Bilingual Learners**  
Prerequisite Course  
6 weeks/online



**EDUC 402**  
**Neurodiversity in Education**  
Prerequisite Course  
6 weeks/online



Final application requirements, due by **July 26, 2019**:

- ✓ Prerequisite coursework completed
- ✓ Passage of CSET (or Subject Matter Waiver Program)
- ✓ Employment Verification

DISTRICT INTERN

# 01

PROGRAM CATALOG

HIGH TECH HIGH

TEACHER CENTER

PUBLISHED JUNE 15, 2013

Visit <https://www.hightechhigh.org/teachercenter/> for more details.

The HTH Intern Program is a two-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is an overview of year one coursework.

Weekly: Tuesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)



## Single Subject Program of Study (Standard)

### Standard

#### 6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

The Single Subject credential, 6-12, authorizes teaching the specific subject(s) named on the credential in departmentalized classes such as those in middle and high schools. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Single Subject Teaching Credential. The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program.

#### Full Admittance Deadline (July 26<sup>th</sup>)

- Completion of 120 hours prerequisite instruction
  - Emergent Bilingual Learners
  - Culturally Responsive Pedagogy
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Single Subject Credential

#### Year One Program Coursework: 7 courses / 13.5 units

TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 544.1a-6a	Teaching & Learning II (A): Content Area	1.5
TED 542	Secondary Reading Methods	1.5
TED 533	Inclusive Classrooms	1.5
TED 544.1b-6b	Teaching & Learning II (B): Content Area*	1.5
TED 536	Brain Health & Social Emotional Development	1.5
TED 550	Intern Fieldwork I (SS)	3

*\*CalTPA preparation and assignments are embedded within year one coursework and instructional cycle # 1 will be submitted by March 19, 2020.*

### Year One Completion Requirements

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.

## Multiple Subjects Program of Study

### Standard

K-8 Elementary Credential

Content area: Multiple Subjects

The Multiple Subject credential, K-8, authorizes teaching in public school settings where the teacher teaches all subjects to one group of students in a self-contained classroom. This type of classroom structure is found in elementary schools and is used in core block subjects in some middle schools as well. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Multiple Subjects Teaching Credential.

The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program. Multiple Subjects Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

### Full Admittance Deadline (July 26<sup>th</sup>)

- Completion of 120 hours prerequisite instruction
  - Emergent Bilingual Learners
  - Culturally Responsive Pedagogy
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Multiple Subjects Credential

### Year One Program Coursework: 7 courses/ 13.5 units

TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 535b	Teaching & Learning II (B): Elementary Math	1.5
SPED 521	Principles of Reading Instruction	1.5
TED 533	Inclusive Classrooms	1.5
TED 535a	Teaching & Learning II (A): Elementary Literacy*	1.5
TED 536	Brain Health & Social Emotional Development	1.5
TED 550	Intern Fieldwork I (MS)	3

\*CalTPA preparation and assignments are embedded within year one coursework and instructional cycle # 1 will be submitted by March 19, 2020.

### Year One Completion Requirements

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.
- ✓ Passage of RICA (due May 15<sup>th</sup>)



## Single or Multiple Subjects Program of Study (ECO)

*Ed Specialists are not eligible for this program.*

Early Completion Option (ECO)

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6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

or

K-8 Elementary Credential

Content area: Multiple Subjects

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The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while enrolled and participating in a Commission-approved intern program.

### ECO Eligibility (August 13, 2019)

- Minimum 3+ years of K-12 teaching experience as the teacher of record
- Passage of the NES APK (Assessment of Professional Knowledge) exam – Secondary/Single Subject or Elementary/Multiple Subjects
- Letter of recommendation from supervisor
- Faculty Interview with Diana Sanchez to determine program recommendation for ECO
- Meet all District Intern admittance requirements
  - Completion of 120 hours prerequisite instruction
  - Enrollment forms on file with HTH Credential Analyst
  - Activated District Intern Single/Multiple Subjects Credential

### Program Coursework:

Candidates continue in their Single or Multiple Subjects program coursework until passage of the CalTPA\* (cycles 1 & 2) on the first attempt with scores of 3 or higher. Timing will vary by candidate and their passage dates. The Early Completion Option (ECO) allows candidates, who have met all of the eligibility qualifications above, to:

- Begin independently working on the CalTPA\* (cycles 1 & 2); and
- Submit cycles 1 & 2 for external scoring during any of the monthly submission windows; then
- Waive all remaining Intern coursework upon passage of CalTPA\* (cycles 1 & 2) that are passed on the first attempt with scores of 3 or higher.

*NOTE: \*If the candidate does not pass the CalTPA cycles 1 and 2 on the first attempt with scores of 3 or higher, he/she is no longer ECO eligible and must complete the full two-year teacher preparation program.*

### Additional ECO Requirements (May 15<sup>th</sup>)

1. CSET: Preliminary Educational Technology (Limited testing windows, plan accordingly).  
# 1 (August – Sept); #2 (November – December); or #3 (January - February 2020); and
  2. Passage of the RICA exam
- 

ECO candidates follow the Year One completion requirements for their program of study (pgs 14 - 15).

## Education Specialist Program of Study

### Standard

K-12 Credential- Mild/Moderate Support Needs

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science (including foundational-level), Social Science/History and World Languages.

The Education Specialist credential, K-12, authorizes teaching students with autism, emotional disturbance, specific learning, mild to moderate intellectual, and other health impairments; and authorizes service in grades K-12 and for adults through age 22. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject and grade level authorization of the Multiple Subjects Teaching Credential.

The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program. Education Specialist Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

### Full Admittance Deadline (July 26<sup>th</sup>)

- Completion of 120 hours prerequisite instruction
  - Emergent Bilingual Learners
  - Neurodiversity in Education
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Education Specialist Mild/Moderate Credential

**Caseload:** 5-10 students

**Year One Program Coursework:** 7 courses / 13.5 units (plus monthly workshops)

TED 500	Classroom Structures	1.5
SPED 525	Case Management	1.5
SPED 522b	Teaching & Learning II: SPED Assessment	1.5
SPED 521	Principles of Reading Instruction	1.5
TED 533	Inclusive Classrooms	1.5
SPED 522a	Teaching & Learning II: SPED M/M Methods*	1.5
TED 536	Brain Health & Social Emotional Development	1.5
SPED 550	Intern Fieldwork I (ES)	3

*\*CalTPA preparation and assignments are embedded within year one coursework and instructional cycle # 1 will be submitted by March 19, 2020.*

### Year One Completion Requirements

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.
- ✓ Passage of RICA (due May 15<sup>th</sup>)



DISTRICT INTERN

# 02

PROGRAM CATALOG

HIGH TECH HIGH

TEACHER CENTER

PUBLISHED JUNE 15, 2013

Visit <https://www.hightechhigh.org/teachercenter/> for more details.

SECOND YEAR AT-A-GLANCE



The HTH Intern Program is a two-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is the overview of year two coursework.

Weekly: Wednesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)



## Single Subject Program of Study

### Standard

6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

Statewide, Multiple and Single Subject Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.

- FALL-- Instructional Cycle 1 (October 31, 2019)
- SPRING-- Instructional Cycle 2 (Submit by March 19, 2020)

### Year Two Program Coursework: 5 courses / 10.5 units

TED 537	Design for Deeper Learning	1.5
TED 541	Equity & Diversity	1.5
TED 538	Authentic Assessment	1.5
TED 513	Methods of English Learner Development	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (SS)	3

### Year Two Completion Requirements

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of a Presentation of Learning
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.

## Multiple Subjects Program of Study

Standard

K-8 Elementary Credential  
Content area: Multiple Subjects

Statewide, Multiple and Single Subject Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.

- FALL-- Instructional Cycle 1 (Submit by October 31, 2019)
- SPRING-- Instructional Cycle 2 (Submit by March 19, 2020)

Multiple Subjects Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Year Two Program Coursework:** 5 courses / 10.5 units

TED 537	Design for Deeper Learning	1.5
TED 541	Equity & Diversity	1.5
TED 538	Authentic Assessment	1.5
TED 513	Methods of English Learner Development	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (MS)	3

### Year Two Completion Requirements

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of the RICA (Ed Specialists and Multiple Subjects only)
- ✓ Passage of a Presentation of Learning
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.

## Education Specialist Program of Study

### Standard

K-12 Credential- Mild/Moderate Disabilities

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science (including foundational-level), Social Science/History and World Languages.

The HTH District Intern Program uses the CalTPA (Teaching Performance Assessment) to measure a candidate's knowledge, skills and abilities. Passage of the CalTPA is a requirement for completion of the Education Specialist Intern program and recommendation of a Preliminary Credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.

- FALL-- Instructional Cycle 1 (Submit by October 31, 2019)
- SPRING-- Instructional Cycle 2 (Submit by March 19, 2020)

Education Specialist Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Full Caseload:** 10+ students

**Year Two Program Coursework:** 7 courses / 13.5 units (plus monthly workshops)

TED 500	Culturally Responsive Pedagogy	1.5
TED 537	Design for Deeper Learning	1.5
TED 541	Equity & Diversity	1.5
TED 538	Authentic Assessment	1.5
TED 513	Methods of English Learner Development	1.5
SPED 526	Teaching & Learning III: SPED Seminar	1.5
SPED 524	Autism & Transition	1.5
SPED 560	Intern Fieldwork II (ES)	3

### Year Two Completion Requirements

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Completion of required SPED workshops
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of the RICA (Ed Specialists and Multiple Subjects only)
- ✓ Passage of a Presentation of Learning
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization and placement.

The background of the top half of the page is a close-up photograph of dark, weathered wooden planks. The planks are vertical and show natural wood grain, knots, and some signs of wear and discoloration. The lighting is somewhat uneven, creating a textured, rustic appearance.

DISTRICT INTERN  
**BRIDGE**  
PROGRAM CATALOG

HIGH TECH HIGH

TEACHER CENTER

PUBLISHED JUNE 15, 2013

Visit <https://www.hightechhigh.org/teachercenter/> for more details.

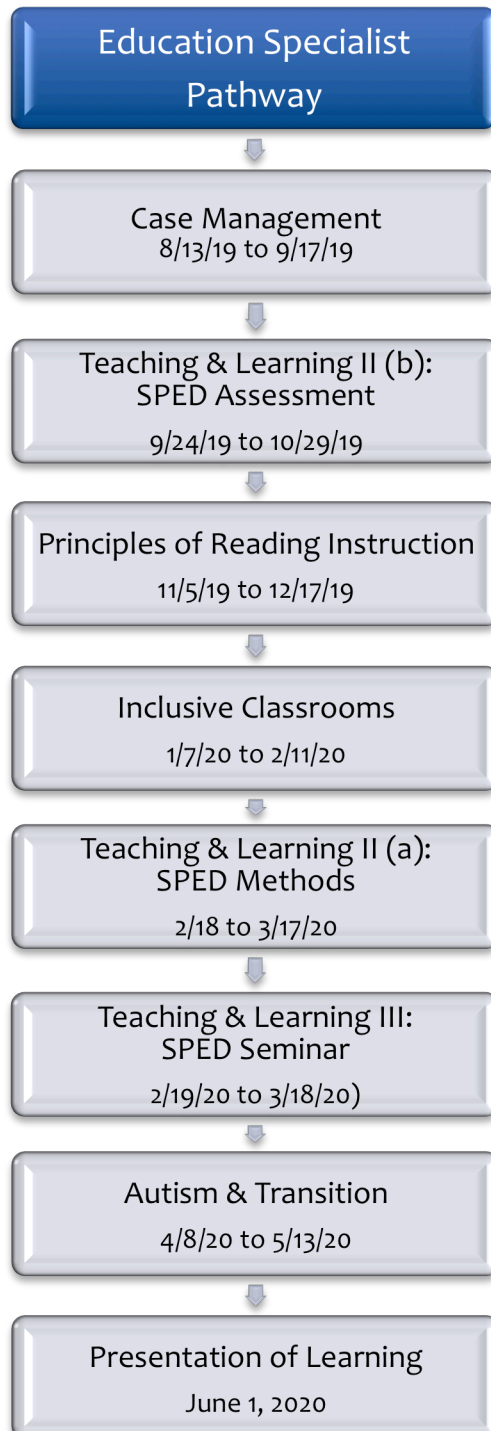


The HTH District Intern Bridge program is a one-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is an overview of year one coursework.

Weekly: Tuesdays and/or Wednesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)



## Education Specialist Program of Study (Bridge)

Bridge Program: For teachers holding an existing Single or Multiple Subjects Credential

K-12 Credential- Mild/Moderate Disabilities

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science, (including foundational-level), Social Science/History and World Languages.

The Bridge program allows a teacher with an existing CA Single or Multiple credential to “bridge” over and earn their Education Specialist (ES) credential. Teachers that qualify for this one-year program must be teaching /case managing students with specific learning, mild to moderate intellectual, autism, emotional disturbance, and other health impairments in grades K-12 and for adults through age 22.

The HTH District Intern Program uses the CalTPA (Teaching Performance Assessment) to measure a candidate's knowledge, skills and abilities. CalTPA preparation and assignments are embedded within coursework and CalTPA cycle #1 must be completed by March 19, 2020.

### Eligibility

- Meet all requirements to earn a CA District Intern Education Specialist Credential
- Hold a valid CA Single or Multiple Subjects Teaching Credential
- Completion of prerequisite course: EDUC 402 Neurodiversity in Education
- Three years of teaching experience
- Faculty Interview

**Caseload:** 5-10 students

**Program Coursework:** 7 courses / 13.5 units (plus monthly workshops)

SPED 525	Case Management	1.5
SPED 522b	Teaching & Learning II: SPED Assessment	1.5
SPED 521	Principles of Reading Instruction*	1.5
TED 533	Inclusive Classrooms	1.5
SPED 522a	Teaching & Learning II: Mild/Mod Methods**	1.5
SPED 526	Teaching & Learning III: SPED Seminar	1.5
SPED 524	Autism & Transition	1.5
SPED 550	Intern Fieldwork II (ES)	3

\*Course may be waived if Multiple Subjects credential is held

\*\*CalTPA preparation and assignments are embedded within coursework and instructional cycle # 1 will be submitted by March 19, 2020.

Bridge Completion Requirements:

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Completion of required SPED workshops
- ✓ Passage of the Teaching Performance Assessment (cycle # 1 only)
- ✓ Passage of the RICA unless a Multiple Subjects credential is held
- ✓ Passage of a Presentation of Learning
- ✓ Participate in three (3) observations of your mentor (and vice-versa) and one external observation of a teacher outside of your school organization.

# Course Descriptions

## PREREQUISITE COURSE DESCRIPTIONS

**EMERGENT BILINGUAL LEARNERS**

This course introduces participants to the theory, strategies and practice of understanding, planning and meeting the unique needs of English Learners. Participants will explore the social, emotional, and instructional needs that define the growing English Learner population in the United States. Participants will learn about relevant theory and practice that support English Learner development and provide access to the core academic curriculum. Prerequisite course (SS, MS and ES)

**EDUC 400**

1.5 units Online June 17-July 26th 6 sessions

Marisol Franco

**CULTURALLY RESPONSIVE PEDAGOGY**

This course is designed to provide participants with an understanding of the sociocultural realities and histories of their students. Participants will learn ways to: negotiate the culture of the classroom with the identities of their students to foster a community of learning, uncover biases, design a diverse curriculum, and learn how systems in the classroom can support high expectations for all students. Prerequisite Course (SS, MS)

**EDUC 401**

1.5 units Online June 17-July 26th 6 sessions

Diana Sanchez

**NEURODIVERSITY IN EDUCATION**

This course is designed as a broad introduction to Special Education through a lens of equity and access for all learners. The course begins with an overview of legal requirements and laws, including situating our learning in a historical context. Participants hone their communication skills in order to effectively collaborate and partner with a variety of stakeholders, including classroom teachers, administrators, families, agencies, specialists, etc. Participants learn about a broad spectrum of learning differences, and think deeply about how these differences impact the full scope of the school day experience, from social time to academics. Participants learn how to plan instruction for students with learning differences and service delivery models are explored, including co-teaching and full inclusion. Prerequisite Course (ES)

**EDUC 402**

1.5 units Online June 17-July 26th 6 sessions

Sarah Barnes

**CLASSROOM STRUCTURES**

In this course, participants learn to create a student friendly learning environment with clear expectations, stimulating and accessible materials, and appropriate teaching methods. Discover inventive ways to recognize, interpret, and respond to the daily events in the classroom. Ideas, strategies and resources are presented that are based on the latest in thinking about the art and practice of teaching.

**TED 500**  
1.5 units M-F July 29<sup>th</sup>-Aug 2nd 5 days  
8:30-4:00 PM

Diana Sanchez  
Sarah Barnes

**INCLUSIVE CLASSROOMS**

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access to the curriculum for diverse learners in heterogeneous classrooms, including English Learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. Special attention is paid to working/consulting with colleagues in these areas.

**TED 533**  
1.5 units Tuesday Jan 7<sup>th</sup>- Feb 11<sup>th</sup> 6 sessions  
4:45-7:45 PM

Sarah Barnes

**TEACHING & LEARNING II (a): ELEMENTARY LITERACY**

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to literacy. Participants will become familiar with pedagogical approaches to teaching academic content that develops literacy skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading and writing. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy/purpose, in students in relation to literacy.

**TED 535(a)**  
1.5 units Tuesday Feb 18-Mar 17th  
4:45-7:45 PM  
6 sessions  
TBA



CalTPA  
Cycle # 1

**TEACHING & LEARNING II (b): ELEMENTARY MATH**

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to math. Participants will become familiar with pedagogical approaches to teaching academic content that develops inquiry, critical thinking, creative problem solving, collaboration, and communication skills in regards to math. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills within numeracy.

**TED 535(b)**  
1.5 units Tuesday Sept 24-Oct 29th 6 sessions  
4:45-7:45 PM

TBD

**BRAIN HEALTH & SOCIAL EMOTIONAL DEVELOPMENT**

This course is designed to provide participants with a foundational understanding of neuroscience so that teachers may develop a deeper understanding of child to adolescent brain and social-emotional development. The aim of this class is for teacher candidates to observe and identify typical and atypical social-emotional development and to apply this understanding into compassion-based and restorative-teaching practices in the classroom. This course is designed to provide candidates with an understanding of the following: 1) **the brain** as the organ that houses memories, emotions, cognitive processes and behaviors; 2) **brain trauma** caused by physical and/or environmental experiences that lead to maladaptive regulation of emotions and behaviors; 3) **pain and reward circuits in the brain** that impact learning and social-emotional development; 4) **compassion-based and restorative teaching practices** to influence interpersonal dynamics and response to student behaviors and achievement; and 5) **student well-being** school structures and teacher responsibilities for supporting students. Teacher candidates will demonstrate an understanding of topics by completing a thorough profile of three focus students for CALTPA Cycle 1 Step 1 Getting To Know Your Students.

**TED 536** 6 sessions  
1.5 units Tuesday **Apr 7-May 12th** 4:45 – 7:45 PM

Nuvia Ruland

**SECONDARY READING METHODS**

This course prepares participants to teach content-based reading and writing skills to all students. Participants review and analyze how to use formal and informal assessment instruments to inform reading instruction and reflect upon their practice. The course is designed to teach methodologies that will include a comprehensive, systematic reading and writing program across a full range of student learners (struggling readers, English learners, and gifted and talented students). Emphasis in this course is on how to teach reading and writing to students at varying age levels with a variety of different disabilities. Participants examine and assess their own reading and writing strengths using meta-cognition strategies to improve their practice in teaching reading. Interns learn how to use critique strategies to help students understand the specifics of writing.

**TED 542** 6 sessions  
1.5 units Tuesday **Nov 5- Dec 17<sup>th</sup>** 4:45 – 7:45 PM

Lisa Griffin

**TEACHING & LEARNING I**

In this course, participants learn the skills and acquire the tools necessary to develop classroom learning communities that promote equity and student engagement. Participants learn ways to: create effective, student-centered classroom environments, establish rapport with all students, support students with learning disabilities, and develop relationships with students' families. Course goals include developing teaching skills to start the school year, including: classroom management skills, structures, norms, routines, incorporating student voice and choice into the classroom, and understanding of equity, diversity and empathy issues in a K-12 environment.

**TED 543** 6 sessions  
1.5 units Tuesday **Aug 13-Sept 17th** 4:45 – 7:45 PM

Matt Sheelan

**TEACHING & LEARNING II: SECONDARY EDUCATION**

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to their subject and grade level. Participants will become familiar with pedagogical approaches to teaching academic content that develop inquiry, critical thinking, creative problem solving, collaboration, and communication skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills and inquiry in sciences. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy and purpose, in students in relation to their subject and grade level.

**TED 544****1.5 units**

Sec A	Tuesday	Sept 24-Oct 29 <sup>th</sup>	4:45 – 7:45 PM
Sec B	Tuesday	Feb 18- March 17 <sup>th</sup>	4:45 – 7:45 PM

6 sessions

534.1 Art  
534.2 English  
534.3 Math  
534.4 Science  
534.5 Social Science

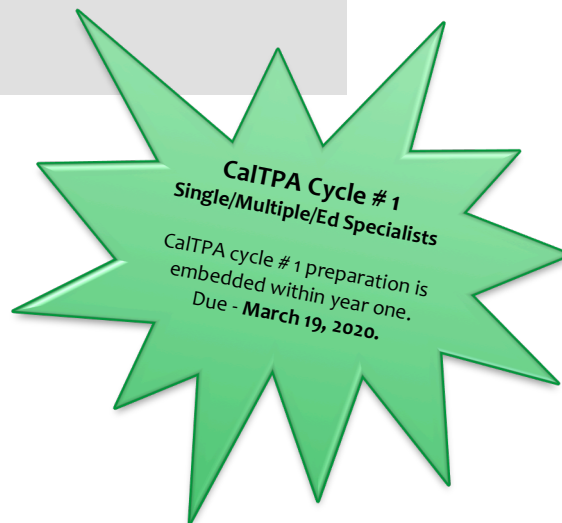
**INTERN FIELDWORK I (MS/SS)**

This course provides year one participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective and professional teacher. The candidate will demonstrate this through working with an assigned mentor in their subject area. Throughout the school year, participants work with their mentor teachers and are provided extensive opportunities to analyze, implement, and reflect on identifying and solving subject-specific problems inherent in clinical teaching, lesson planning, classroom organization and management.

**TED 550**

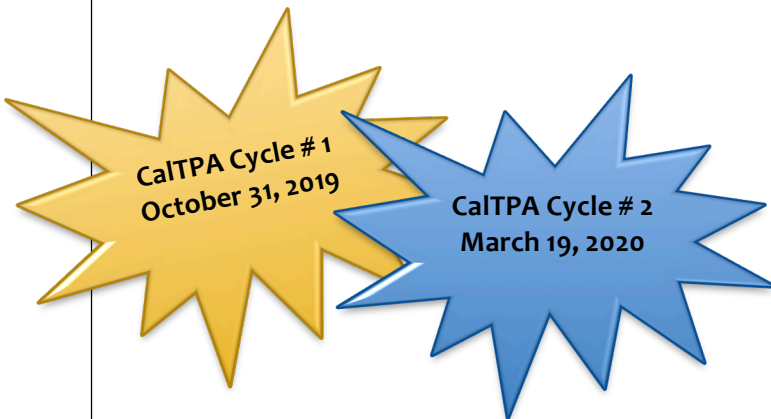
3 units Clinical practice throughout academic year

Diana Sanchez



**CalTPA # 1 & 2**

Statewide, Multiple and Single Subject Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.



**METHODS OF ENGLISH LEARNER DEVELOPMENT**

In this course, candidates will learn strategies to help ensure the success of English language learners in an academic environment. Candidates will examine the theoretical perspectives of second language acquisition, explore teaching strategies for English language learners, and practice applying such strategies in a project-based learning environment.

**TED 513** 1.5 units Wed. Jan 8-Feb 12th 6 sessions 4:45-7:45 PM

Marisol Franco/Yoli Soler

**DESIGN FOR DEEPER LEARNING**

Participants will deepen their project-based experience by exploring issues of design, content, assessment, ownership, and exhibition. Using a consultancy model along with various templates for PBL design and assessment, participants will reflect upon past and current projects and plan future ones. Special attention will be paid to working and consulting with colleagues and community partners on project and curriculum development.

**TED 537** 1.5 units Wed. Aug 13-Sept 18th 6 sessions 4:45-7:45 PM

Jamie Holmes/Cady Staff

**AUTENTIC ASSESSMENT**

In this course, participants will examine current theories of learning, discuss the implications for assessment, make connections between assessment and instructional decision-making, and tease apart the differences between assessment and evaluation. Special attention will be paid to student-led assessment and dialogical assessment as vehicles for student voice in the classroom and more meaningful assessment. The course supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #1.

**TED 538** 1.5 units Wed. Nov 6 - Dec 18th 6 sessions 4:45-7:45 PM

Dawn Wirts



**TEACHING & LEARNING III: SEMINAR**

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #2.

**TED 539**

1.5 units Wed. Feb 19- March 18th 4:45-7:45 PM

Diana Sanchez

**EQUITY & DIVERSITY**

In this course, participants explore the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds as well as the background experiences, values, and languages of diverse student groups. They discuss and apply structural and pedagogical approaches that provide both access and challenge for diverse learners. In particular, the course will focus on how teacher and student expectations affect student achievement, for better or worse. Each participant will generate a final product describing concrete steps taken to address the essential questions for the course, and reflecting on the intersections between one’s own emerging identity, student diversity and school culture.

**TED 541**

1.5 units Wed. Sept 25- Oct 30th 4:45-7:45 PM

Amanda Borrow/Enrique Lugo

**INTERN FIELDWORK II (MS/SS)**

This course provides year two participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective and professional teacher. The candidate will demonstrate this through working with an assigned mentor in their subject area. Throughout the school year, participants work with their mentor teachers and are provided extensive opportunities to analyze, implement, and reflect on identifying and solving subject-specific problems inherent in clinical teaching, lesson planning, classroom organization and management.

**TED 560**

3 units Clinical Practice throughout the academic year

Diana Sanchez

### PRINCIPLES OF READING INSTRUCTION

This course is designed to provide the theoretical background and practical application for teaching beginning reading to special education and general education students. This course provides instruction and experience with teaching systematic and explicit skills that promote fluent reading (phonemic awareness, phonics, spelling patterns, decoding strategies, etc.), comprehension (analysis of text structure, summarizing, questioning and making inferences, etc.) and a variety of whole class, small group, and individualized instructional strategies to meet the diverse needs of special education students. This course focuses on methods for integrating the language arts (listening, speaking, reading, and writing) and emphasizes formative, ongoing assessment that informs teaching, provides opportunities for intervention, and ensures accountability. Education Specialists and Multiple Subjects participants are provided with additional RICA resources and supports.

**SPED 521** 6 sessions  
1.5 units Tuesday **Nov 5-Dec 17th** 4:45 – 7:45 PM

TBD

### TEACHING & LEARNING II: SPED METHODS

In this section participants plan for specialized instruction based on the specific learning needs of students with mild/moderate disabilities. Participants use evidence-based methods to teach/support academic core content areas such as math, reading, and writing. Participants demonstrate knowledge of: instructional Strategies (including supplemental materials); accommodations and modifications; writing IEP goals; progress monitoring; co-teaching, collaboration and consultation; due process, and English learners. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

**SPED 522(a)**  
1.5 units Tuesday **Feb 18-Mar 17th**  
4:45-7:45 PM 6 sessions

Catherine Magjelnicki

### TEACHING & LEARNING II: SPED ASSESSMENT

This course prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. The course prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. The class prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

**SPED 522(b)** 6 sessions  
1.5 units Tuesday **Sept 24-Oct 29th** 4:45 – 7:45 PM

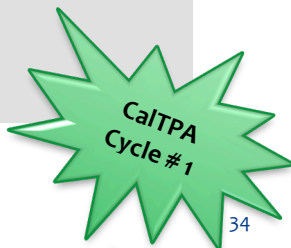
Marissa Thompson

### AUTISM & TRANSITION

This course will focus on Autism Spectrum Disorder (ASD) and Neurodiversity. Participants will learn about three psychological theories that affect students with an autism spectrum disorder: Theory of Mind, Central Coherence and Executive Function. Special attention will be paid to the sensory and social skills needs of students with Autism. Participants will also work on choosing evidence based best practices to help meet student need while providing access to general education curriculum and to meaningful transition plans so that students with ASD can access their community, higher education, and meaningful employment.

**SPED 524** 6 sessions  
1.5 units Wed **Apr 8-May 13th** 4:45 – 7:45 PM

TBA



**CASE MANAGEMENT**

This course will focus on specific case management dilemmas while incorporating the real life case management questions and concerns that arise for participants in the field. In doing so, this course prepares participants in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

**SPED 525** 6 sessions  
1.5 units Tuesday **Aug 13-Sept 17th** 4:45 – 7:45 PM

Casey Salmon

**Teaching & learning III: SPED Seminar**

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements.

**SPED 526**  
1.5 units Wed **Feb 19- March 18th** 4:45 – 7:45 PM

Sarah Barnes

**INTERN FIELDWORK I (ES)**

This course provides participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a school setting. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective education specialist. The candidate will demonstrate this through working with an assigned mentor in special education. Throughout the school year, participants work with a mentor at their school site and gain experience case managing the IEP and assessment process for students. Participants will demonstrate the ability to implement strategies that ensure access to the general education curriculum for their students. Participants will achieve this through consulting, collaborating, co-teaching, and designing individual and small group lessons with classroom teachers.

**SPED 550**  
3 units Clinical practice throughout academic year

Sarah Barnes

**INTERN FIELDWORK II (ES)**

This course provides participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a school setting. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective education specialist. The candidate will demonstrate this through working with an assigned mentor in special education. Throughout the school year, participants work with a mentor at their school site and gain experience case managing the IEP and assessment process for their students. Participants will demonstrate the ability to implement strategies that ensure access to the general education curriculum for their students. Participants will achieve this through consulting, collaborating, co-teaching, and designing individual and small group lessons with classroom teachers.

**SPED 560**  
3 units Clinical practice throughout academic year

Sarah Barnes

	YEAR-AT-A-GLANCE	Yr 1	Yr 2	Bridge
AUG 12 <sup>TH</sup>	<b>WEB- IEP Training*</b> Time: 1-4 PM Location: HTH Forum Room 227 *HTH Employees only	X		X
AUG 13 <sup>TH</sup>	<b>FORMs and FACTs*</b> Time: 9 - 3:30 PM Location: HTH Forum Room 227 *HTH Employees only	X		X
TBA	<b>Autism Spectrum Disorders and Evidence-Based Practices – Overview (online)</b> Time: TBD Location: Online	X	X	X
SEPT 3 <sup>RD</sup>	<b>Autism Spectrum Disorders &amp; Behavior</b> Time: 9-4 PM Location: HTH Forum Room 227	O	X	X
OCT 1 <sup>ST</sup> & OCT 2 <sup>ND</sup>	<b>Structured Teaching: Visual Structure Supports &amp; Student Learning</b> Time (10/1): 10-5 PM Time (10/2): 9-4 PM Location: HTH Forum Room 227		X	O
OCT 10 <sup>TH</sup>	<b>Understanding Present Level of Performance (PLOP) and Goal Writing</b> Time: 9-4 PM Location: HTH Forum Room 227	X		X
NOV 13 <sup>TH</sup>	<b>Behavior Intervention Plan Principles Level 1 and 2</b> Time: 9-4 PM Location: HTH Forum Room 227	X	X	X
DEC 9 <sup>TH</sup> & DEC 10 <sup>TH</sup>	<b>Dyslexia Assessments and Academics (2-day workshop)</b> Time: 9-4 PM Location: HTH Forum Room 227	X		X
JAN 8 <sup>TH</sup>	<b>REWARDS</b> Time: 9-4 PM Location: HTH Forum Room 227		X	O
FEB 19 <sup>TH</sup>	<b>Understanding: Manifestation Determination</b> Time: 1-4 PM Location: HTH Forum Room 227		X	O
MAR 10 <sup>TH</sup>	<b>Transition planning for all students</b> Time: 9-4 PM Location: HTH Forum Room 227		X	X
APR 15 <sup>TH</sup>	<b>Helping Students with Autism Excel in the Least Restrictive Environment (LRE)</b> Time: 4:45-7:45 PM Location: HTH Forum Room 227		X	X

X = Attendance Required  
O = Optional, Recommended