



2021-2022

# DISTRICT INTERN PROGRAM CATALOG

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## Our Approach

Because equity and inclusion should never live in just one course, the HTH Teacher Center highlights connections for practices for students with exceptionalities, emergent bilingual learners, and equity and diversity in each and every class session. Our programs are designed to support new teachers in developing the following tenets:

**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.

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Catalog effective date: June 1, 2021

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>



## 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 Support Needs Credential



## 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.



## 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.

### a) 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 Teacher Center will seek to establish a Memorandum of Understanding (MOU) outlining roles and responsibilities for Intern support.

### b) Prerequisites

#### Bachelor's Degree

Official transcripts from all [regionally accredited universities](#) (electronic or sealed originals required) sent:

electronically to: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org) or

HTH Forum

ATTN: Teacher Center

2150 Cushing Road

San Diego, CA 92106

*\*Due to California Executive Order N-66-20, this is not a requirement to enter the program but must be completed before the preliminary credential is granted. Candidates eligible for the CBEST deferral are those who: a) have never taken any section of the CBEST, or b) have taken not more than two sections of the examination regardless of whether the section was passed or failed.*

#### 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

Two options: Passage of the appropriate CSET exam or submission of Subject Matter Waiver Letter (completed during undergraduate program and issued by university/college).

CSET exam options per authorization area:

	Art	English	Multiple Subjects	Music	Math (any level)	Science (any level)	Social Science	World Languages
ED SPECIALIST	✓	✓	✓	✓	✓	✓	✓	✓
ELEMENTARY			✓					
SECONDARY	✓	✓		✓	✓	✓	✓	✓

# Program Acceptance

## Conditional Acceptance

Granted if the following documents 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, which begin on June 14<sup>th</sup>.

1. Official Transcripts w/ Conferred Degree
2. Certificate of Clearance or Sub Permit
3. Proof of US Constitution



## Full Acceptance

Granted if all of the above, in addition to the following, is received by **July 31st**:

4. Verification of employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county
5. \*Basic Skills (CBEST or equivalent)- this prerequisite may be suspended allowing program entry for the 2020-21 school year only. Basic Skills is still required for program completion.
6. \*Subject Matter Competency: Either passage of CSET that matches teaching assignment or submit the Subject Matter Waiver Letter. ). This prerequisite may be suspended allowing program entry for the 2020-21 school year only. Subject Matter is still required for program completion.
7. Prerequisite (summer) coursework successfully completed

If all of the above is received by July 31st, participants will qualify for a CA District Intern Credential, which authorizes their service in a CA classroom.

*\*Executive Order N-66-20 allows for Basic Skills Requirements and the Subject Matter Competency to be waived for entry to the intern program. These examinations must be passed before the preliminary credential is granted.*

## No Admittance

If by **July 31st** a candidate has not completed items # 1-7 above, then 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 an official transcript for completed prerequisite (summer) coursework.

*California Executive Order N-66-20 allows entrance into the program, without requirement #4 and #7, if all else is in place. These examinations must be passed before the preliminary credential is granted.*





## Summer Coursework (Pre-Service)

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 14 – July 23, 2021**

Mode: **100% online**

**Six  
Weeks  
Online**

### *for* **GEN ED 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 401**  
Culturally Responsive Pedagogy  
Prerequisite Course  
6 weeks/online



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

### *for* **BRIDGE to GEN ED**



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

### *for* **BRIDGE TO SPED**



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

**To register for pre-service summer coursework,  
participant must have:**

- Bachelor's Degree
- Certificate of Clearance
- US Constitution (course or exam)

## Program Fees

### Program Fee: 2020-21

Fees are established each year for the program and are subject to change. Program fee for Year One, Two, Bridge or ECO: \$3,500/year.

### PAYMENT OPTIONS

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).

#### HTH Teachers

The program fee will be paid via payroll deduction. Each school year contains 20 pay periods (2 per month). First deduction will occur with September 15th payroll and final deduction on June 30th.

#### Partner Teachers

Select option to: Pay in full or ten (10) equal credit card (August through May) deductions. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date.

### 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.

### Financing Options

While there are no financing options available for the Intern Program, the program fee is kept low and affordable. The fee cannot be claimed on taxes because the Intern program is not a graduate school, Title IX Institution.



### Anticipated Fees

The HTH Teacher Center strongly recommends that participants budget for associated testing and application fees (see estimates below). 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

## Refund Policy

### Right to Cancel (100% Refund)

All candidates have the right to cancel the enrollment agreement, without penalty of obligation, and obtain a refund of charges paid through the attendance at the first meeting session, or the seventh day after enrollment, whichever is later. Non-attendance does not constitute official program cancellation. A written request must be submitted to: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org).

### Withdrawal (Pro Rata Refund)

A partial refund is not available for withdrawal from Summer Pre-Service or Extension courses after the cancellation deadline. However, District Intern candidates may withdraw at any time with written notice. Up to \$300 may be refunded for every month still pending for completion August-May.



# Policies & 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

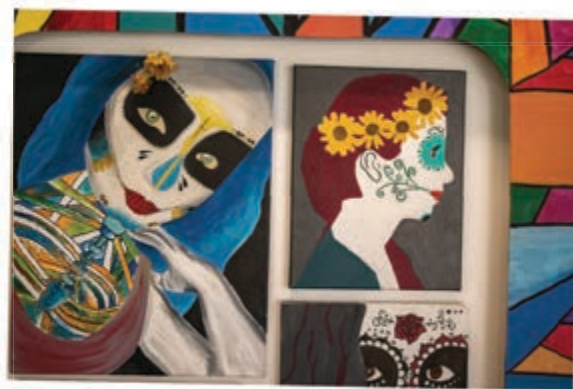
Coursework completed through a Commission-approved teacher preparation program within the past five years may be reviewed for equivalency upon request. A maximum of 12 semester units may be accepted.

## Course Repeat or 3<sup>rd</sup> Year

If a participant needs to repeat a course, or continues into a third year, a \$500 fee, per semester enrolled, will be charged.

## 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 grievance 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; a) Grievances will be addressed in a timely manner in the hopes of finding a quick resolution, and b) 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 & procedures.

If the individual is not satisfied with the outcome, an appeal may be submitted to the HTH Chief Learning Officer.





# 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 with the instructor. 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.

Communication with course instructor is vital. All course grades will be closed and submitted two weeks after the course ends.

## **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)

## **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.

**Year  
1**

## 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 an overview of year one coursework.

Weekly: Tuesdays

Time: 4:45 -7:45 pm

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

All classes are six weeks in length

### Single Subject

TED 500: Classroom Structures (8/2 to 8/6 2021)

TED 543: Teaching & Learning I (8/17 to 9/21/2021)

TED 544 (a): Teaching & Learning II-Subject Specific (9/28 to 11/2/2021)

SPED 533: Inclusive Classrooms (11/9 to 12/14/2021 + 1 extra class)

TED 542: Secondary Reading (1/4 to 2/8/2022)

TED 544 (b): Teaching & Learning II- Subject Specific (2/15 to 3/22/2022)

TED 536: Brain Health & Social Emotional Development (4/12 to 5/17/2022)

### Multiple Subjects

TED 500: Classroom Structures (8/2 to 8/6/2021)

TED 543: Teaching & Learning I (8/17 to 9/21/2021)

TED 535 (b): Teaching & Learning II: Elementary Math (9/28 to 11/2/2021)

SPED 533: Inclusive Classrooms (11/9 to 12/14/2021 + 1 extra class)

TED 521: Principles of Reading (1/4 to 2/8/2022)

TED 535 (a): Teaching & Learning II: Elementary Literacy (2/15 to 3/22/2022)

TED 536: Brain Health & Social Emotional Development (4/12 to 5/17/2022)

### Ed Specialist

TED 500: Classroom Structures (8/2 to 8/6/2021)

SPED 525: Case Management (8/17 to 9/21/2021)

SPED 522 (b): Teaching & Learning II: SPED Assessment (9/28 to 11/2/2021)

SPED 533: Inclusive Classrooms (11/9 to 12/14/2021 + 1 extra class)

TED 521: Principles of Reading (1/4 to 2/8/2022)

SPED 522 (a): Teaching & Learning II: SPED Mild/Moderate Methods (2/15 to 3/22/2022)

TED 536: Brain Health & Social Emotional Development (4/12 to 5/17/2022)

# Secondary Program (Yr 1)

## 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



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.

### Completion Requirements (Yr 1)

- ✓ 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 twelve (12) observations and (3) of your mentor

### Full Admittance

- ✓ 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 535 (B)	Teaching & Learning II: Content Area	1.5
SPED 533	Inclusive Classrooms	1.5
TED 542	Secondary Reading Methods	1.5
TED 535 (A)	Teaching & Learning II (A): Content Area	1.5
TED 536	Brain Health & Social Emotional Dev.	1.5
TED 550	Intern Fieldwork I (SS)	3.0

*\*CalTPA preparation and assignments are embedded within year one coursework and instructional cycle # 1 will be submitted by March 2022.*

# Elementary Program (Yr 1)

## 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.



### Completion Requirements (Yr 1)

- ✓ 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 twelve (12) observations and (3) of your mentor
- ✓ Passage of RICA (due May 15<sup>th</sup>)

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 exam before they can be recommended for a Preliminary Credential.

### Full Admittance

- ✓ 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 535(B)	Teaching & Learning II: Elem. Math	1.5
SPED 533	Inclusive Classrooms	1.5
TED 521	Principles of Reading Methods	1.5
TED 353 (A)	Teaching & Learning II (A): Literacy	1.5
TED 536	Brain Health & Social Emotional Dev.	1.5
TED 550	Intern Fieldwork I (SS)	3.0

*\*CalTPA preparation and assignments are embedded within year one coursework and instructional cycle # 1 will be submitted by March 2022.*



# Early Completion Option (ECO)

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

*Ed Specialists are not eligible for this program.*

Early Completion Option (ECO)

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



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

- Passage of the NES APK Exam (Assessment of Professional Knowledge)
  - Secondary/Single Subject or
  - Elementary/Multiple Subjects
- Faculty Interview with the Director of Intern Program (Diana Cornejo-Sanchez) to determine ECO recommendation
- Meet all District Intern admittance requirements:
  - Completion of 120 hours prerequisite (summer) instruction
  - Enrollment forms on file with HTH Credential Analyst
  - Activated District Intern Single/Multiple Subjects Credential

### Program Coursework

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)
  - *Multiple Subjects teachers are required to do ELA and Math in whichever order desired. It is recommended to save your stronger subject area for Cycle 2.*
- Waive all remaining Intern coursework unless passage of CalTPA\* Cycles 1 & 2 are **NOT** passed on the first attempt within the first academic year of enrolling in the intern eco route; and
- Follow the Year One completion requirements for their program of study
- **NOTE:** *\*If the candidate does not pass the CalTPA cycles 1 and 2 on the first attempt within the first academic year of enrolling in the eco route, they are 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 2022); and
2. Passage of the RICA exam (for Multiple Subjects Credential route only)
3. Participate in twelve (12) observations and (3) of your mentor

# Ed Specialist (Yr 1)

## 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 or 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 Education Specialist 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 exam before they can be recommended for a Preliminary Credential.

### Completion Requirements (Yr 1)

- ✓ 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 twelve (12) observations and (3) of your mentor
- ✓ Completion of two (2) cases studies outside of your job placement
- ✓ Passage of RICA (due May 15<sup>th</sup>)

### Full Admittance

- ✓ Completion of 120 hours prerequisite instruction
  - Culturally Responsive Pedagogy
  - Neurodiversity in Education
- ✓ Enrollment forms on file with HTH Credential Analyst
- ✓ Activated District Intern Education Specialist Credential
- ✓ Caseload: 5-10 students

### Year One Program Coursework

7 courses  
13.5 units

TED 500	Classroom Structures	1.5
SPED 525	Case Management	1.5
SPED 522b	Teaching & Learning II: SPED Assessment	1.5
SPED 533	Inclusive Classrooms	1.5
TED 521	Principles of Reading Instruction	1.5
SPED 522a	Teaching & Learning II: SPED Methods*	1.5
TED 536	Brain Health & Social Emotional Dev.	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 2022.*

### Workshop Schedule (TBA)

**Year  
2**

## 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)

All classes are six weeks in length.

### Single Subject

TED 537: Design for Deeper Learning (8/18 to 9/22 2021)

TED 541: Equity & Diversity (9/29 to 11/3/2021)

TED 538: Authentic Assessment (11/10 to 12/15/2021 + 1 extra class)

TED 513: Methods of ELD (1/5 to 2/9/2022)

TED 539: Teaching & Learning III-Independent Study (2/16 to 3/23/2022)

### Multiple Subjects

TED 537: Design for Deeper Learning (8/18 to 9/22 2021)

TED 541: Equity & Diversity (9/29 to 11/3 2021)

TED 538: Authentic Assessment (11/10 to 12/15/2021 + 1 extra class)

TED 513: Methods of ELD (1/5 to 2/9/2022)

TED 539: Teaching & Learning III-Independent Study (2/16 to 3/23/2022)

TED 540: Elementary Science Methods (4/13 to 5/18/2022)

### Ed Specialist

EDUC 401 Culturally Responsive Pedagogy (6/14 to 7/29/2021)

TED 537: Design for Deeper Learning (8/18 to 9/22 2021)

TED 541: Equity & Diversity (9/29 to 11/3 2021)

SPED 535: Positive Behavior Support (11/10 to 12/15/2021 + 1 extra class)

TED 513: Methods of ELD (1/5 to 2/9/2022)

SPED 526: Teaching & Learning III-SPED Independent Study (2/16 to 3/23/2022)

SPED 524: Autism & Transition (4/13 to 5/18/2022)

# Secondary Program (Yr 2)

## 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).



## 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

*\*CalTPA preparation and assignments are embedded within year two coursework and instructional cycle # 2 will be submitted by March 2022.*

## Completion Requirements (Year 2)

- ✓ 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 twelve (12) observations and (3) of your mentor



# Elementary Program (Yr 2)

## 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). The CalTPA cycles must reflect ELA and Math (dependent on the teachers order preference).



## Year Two Program Coursework

6 courses  
12 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 540	Elementary Science Methods	1.5
TED 560	Intern Fieldwork II (MS)	3

*\*CalTPA preparation and assignments are embedded within year two coursework and instructional cycle # 2 will be submitted by March 2022.*

## Completion Requirements (Year 2)

- ✓ 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 twelve (12) observations and (3) of your mentor

# Ed Specialist Program (Yr 2)

## 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 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).

### Year Two Program Coursework

7 courses

13.5 units

Full Caseload: 10+ students

EDUC 401	Culturally Responsive Pedagogy	1.5
TED 537	Design for Deeper Learning	1.5
TED 541	Equity & Diversity	1.5
SPED 535	Positive Behavior Supports	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

*\*CalTPA preparation and assignments are embedded within year two coursework and instructional cycle # 2 will be submitted by March 2022.*

### Completion Requirements (Year 2)

- ✓ 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 twelve (12) observations and (3) of your mentor
- ✓ Completion of two (2) case studies outside of your job placement



## BRIDGE

## At-A-Glance

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 Bridge coursework. All classes are six weeks in length

Weekly: Tuesdays and/or Wednesdays

Time: 4:45 -7:45 pm

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

### Single Subject Bridge

EDUC 401 Culturally Responsive Pedagogy (6/14 to 7/23/2021)

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TED 500: Classroom Structures (8/2 to 8/6/2021)

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TED 543: Teaching & Learning I (8/17 to 9/21/2021)

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TED 537: Design for Deeper Learning (8/18 to 9/22/21)

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TED 544 (a): Teaching & Learning II-Subject Specific (9/28 to 11/2/2021)

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TED 538: Authentic Assessment (11/10 to 12/15/2021 + 1 extra class)

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TED 542: Secondary Reading (1/4 to 2/8/2022)

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TED 544 (b): Teaching & Learning II- Subject Specific (2/15 to 3/22/2022)

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TED 539: Teaching & Learning III- Independent Study (2/15 to 3/22/2022)

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### Multiple Subjects Bridge

EDUC 401: Culturally Responsive Pedagogy (6/14 to 7/23/2021)

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TED 500: Classroom Structures (8/2 to 8/6/2021)

---

TED 543: Teaching & Learning I (8/17 to 9/21/2021)

---

TED 537: Design for Deeper Learning (8/18 to 9/22/2021)

---

TED 535 (b): Teaching & Learning II: Elementary Math (9/28 to 11/2/2021)

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TED 538: Authentic Assessment (11/10 to 12/15/2021 + 1 extra class)

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TED 521: Principles of Reading (1/4 to 2/8/2022)

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TED 535 (a): Teaching & Learning II: Elementary Literacy (2/15 to 3/22/2022)

---

TED 539: Teaching & Learning III- Independent Study (2/15 to 3/22/2022)

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TED 540: Elementary Science Methods (4/13 to 5/18/2022)

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### Ed Specialist Bridge

EDUC 402: Neurodiversity (6/14 to 7/23/2021)

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SPED 525: Case Management (8/17 to 9/21/2021)

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SPED 522 (b): Teaching & Learning II: SPED Assessment (9/28 to 11/2/2021)

---

SPED 533: Inclusive Classrooms (11/9 to 12/14/2021 + 1 extra class)

---

SPED 535: Positive Behavior Supports (11/10-12/15/2021 + 1 extra class)

---

TED 521: Principles of Reading (1/4 to 2/8/2022)

---

SPED 522(a): Teaching & Learning II: SPED Mild/Moderate Methods (2/15 to 3/22/2022)

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SPED 526: Teaching & Learning III: Independent Study (2/16 to 3/23/2022)

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SPED 524: Autism & Transition (4/13 to 5/18/2022)

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# Bridge Program (Single Subject)

## Single Subject Program of Study (Bridge)

Bridge Program: For teachers holding an existing  
Education Specialist Credential

The Bridge program allows a teacher with an existing CA Education Specialist credential to “bridge” over and earn their Single Subject credential. Teachers that qualify for this one-year program must be teaching a specific content area in a 6-12 classroom setting.

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 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 cycles #1 and # 2 must be completed by March 2022.

### Eligibility

- Meet all requirements to earn a CA District Intern Single Subject Credential
- Hold a valid CA Ed Specialist Teaching Credential
- Three years of teaching experience
- Faculty Interview

### Program Coursework:

9 courses

16.5 units

EDUC 401	Culturally Responsive Pedagogy	1.5
TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 537	Design for Deeper Learning	1.5
TED 544 (a)	Teaching & Learning II: Subject Specific	1.5
TED 542	Secondary Reading	1.5
TED 538	Authentic Assessment	1.5
TED 544 (b)	Teaching & Learning II: Subject Specific	1.5
TED 539	Teaching & Learning III: Seminar**	1.5
TED 550	Intern Fieldwork II (SS)	3

*\*\*CalTPA preparation and assignments are embedded within coursework and should be submitted by March 2022.*

### 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
- ✓ Passage of the Teaching Performance Assessment
- ✓ Passage of a Presentation of Learning
- ✓ Participate in twelve (12) observations and (3) of your mentor



# Bridge Program (Multiple Subjects)



## Multiple Subjects Program of Study (Bridge)

Bridge Program: For teachers holding an existing Education Specialist Credential

The Bridge program allows a teacher with an existing CA Education Specialist credential to “bridge” over and earn their Multiple Subjects credential. Teachers that qualify for this one-year program must be teaching in a K-8 classroom setting.

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 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 cycles #1 and #2 must be completed by March 2022.

### Eligibility

- Meet all requirements to earn a CA District Intern Multiple Subjects Credential
- Hold a valid CA Ed Specialist Teaching Credential
- Three years of teaching experience
- Faculty Interview

### Program Coursework:

10 courses

18 units

EDUC 401	Culturally Responsive Pedagogy	1.5
TED 540	Elementary Science Methods	1.5
TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 537	Design for Deeper Learning	1.5
TED 535 (b)	Teaching & Learning II: Elementary Math	1.5
TED 538	Authentic Assessment	1.5
TED 521	Principles of Reading Instruction*	1.5
TED 535 (a)	Teaching & Learning II: Elem Literacy	1.5
TED 539	Teaching & Learning III: Seminar**	1.5
TED 550	Intern Fieldwork II (MS)	3

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

\*\*CalTPA preparation and assignments are embedded within coursework and should be submitted by March 2022.

### 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
- ✓ Passage of the Teaching Performance Assessment
- ✓ Passage of a Presentation of Learning
- ✓ Participate in twelve (12) observations and (3) of your mentor

# Bridge Program (SPED)



## Education Specialist Program of Study (Bridge)

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

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 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 2022.

### 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

### Program Coursework:

8 courses

18 units (plus workshops)

Caseload: 5-10 students

EDUC 402	Neurodiversity in Education	1.5
SPED 525	Case Management	1.5
SPED 522(b)	Teaching & Learning II: SPED Assessment	1.5
SPED 533	Inclusive Classrooms	1.5
TED 521	Principles of Reading Instruction*	1.5
SPED 535	Positive Behavior Supports	1.5
SPED 522(a)	Teaching & Learning II: SPED Methods	1.5
SPED 526	Teaching & Learning III: SPED Seminar**	1.5
SPED 524	Autism & Transition	1.5
TED 536	Brain Health & Social Emotional Development	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 December, 2021 and cycle #2 by March 2022.

### Workshop Schedule (TBA)

### 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 two (2) case studies outside of your job placement
- ✓ Completion of required SPED workshops
- ✓ Passage of the Teaching Performance Assessment (cycle # 1 & #2)
- ✓ Passage of the RICA unless a Multiple Subjects credential is held
- ✓ Passage of a Presentation of Learning
- ✓ Participate in twelve (12) observations and (3) of your mentor
- ✓ Completion of two (2) cases studies outside of your job placement

# Course Descriptions

## **EDUC 400**

### **EMERGENT BILINGUAL LEARNERS**

**Dates: June 14 - July 23, 2021 (online)**

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, ES)

## **EDUC 401**

### **CULTURALLY RESPONSIVE PEDAGOGY**

**Dates: June 14 - July 23, 2021 (online)**

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 402**

### **NEURODIVERSITY IN EDUCATION**

**Dates: June 14 - July 23, 2021 (online)**

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)

## **TED 500**

### **CLASSROOM STRUCTURES**

**Dates: August 2 – 6, 2021 (5 day)**

In this five-day intensive 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 513**

### **METHODS OF ENGLISH LEARNER DEVELOPMENT**

**Dates: January 5 - February 9, 2022 (Wednesdays)**

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 540**

### **ELEMENTARY SCIENCE METHODS**

**Dates: April 13 – May 18, 2022 (Wednesdays)**

In this course, candidates will cover three weeks of social science instruction and three weeks of science instruction.

# Course Descriptions

## **TED 521**

### **PRINCIPLES OF READING INSTRUCTION**

**Dates: January 4 - February 8, 2022 (Tuesdays)**

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.

## **TED 535 (a)**

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

**Dates: February 15 – March 22, 2022 (Tuesdays)**

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 (b)**

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

**Dates: September 28 – November 2, 2021 (Tuesdays)**

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 536**

### **BRAIN HEALTH & SOCIAL EMOTIONAL DEVELOPMENT**

**Dates: April 12 – May 17, 2022 (Tuesdays)**

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.



# Course Descriptions

## **TED 537**

### **DESIGN FOR DEEPER LEARNING**

**Dates:** August 18– September 22, 2021 (Wednesdays)

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 538**

### **AUTHENTIC ASSESSMENT**

**Dates:** November 10 – December 15, 2021 + 1 extra class (Wednesdays)

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 #2.

## **TED 539**

### **TEACHING & LEARNING III: SEMINAR**

**Dates:** February 16—March 23 2022 (by appointment)

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 541**

### **EQUITY & DIVERSITY**

**Dates:** September 29 – November 3, 2021 (Wednesdays)

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 542**

### **SECONDARY READING METHODS**

**Dates:** January 4 – February 8, 2021 (Tuesdays)

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.

# Course Descriptions

## **TED 543**

### **TEACHING & LEARNING I**

**Dates:** August 17 – September 21, 2021 (Tuesdays)

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 544 (a & b)**

### **TEACHING & LEARNING II: SECONDARY CONTENT AREA**

**Instructor(s):**

544.1 Arts

544.2 English

544.3 Math

544.4 Science)

544.5 Social Science

544.6 World Languages

**Dates (B):** September 28 – November 2, 2021 (Tuesdays)

**Dates (A):** February 15 – March 22, 2022 (Tuesdays)

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 550**

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

**Dates:** Ongoing; All Academic Year

Fieldwork 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 560**

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

**Dates:** Ongoing; All Academic Year

Fieldwork 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.

# Course Descriptions

## **SPED 522(a)**

### **TEACHING & LEARNING II (a): SPED METHODS**

**Dates: February 15 – March 22, 2022 (Tuesdays)**

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(b)**

### **TEACHING & LEARNING II (b): SPED ASSESSMENT**

**Dates: September 28 – November 2, 2021 (Tuesdays)**

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 524**

### **AUTISM & TRANSITION**

**Dates: April 13 – May 18, 2022 (Wednesdays)**

This course will focus on Autism and Autism Spectrum Disorder (ASD) as it is addressed within society and our school systems and will pay equal attention to the importance of recognizing and embracing Neurodiversity and cultural reciprocity. Participants will work on choosing evidence-based best practices to help; meet student needs, provide positive behavior supports, and support social-emotional growth while providing access to the general education curriculum and to meaningful transition plans so that students with Autism and other disabilities can access and find meaningful belonging in their community, higher education, and fulfilling employment.

## **SPED 525**

### **CASE MANAGEMENT**

**Instructor: Bethany Tipton**

**Dates: August 17 – September 21, 2021 (Tuesdays)**

This course will focus on a specific case management technique while incorporating the real-life case management questions and concerns that come up for our candidates in the field. In doing so this course prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Candidates are prepared to coordinate the IEP process including behavior support plans 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 526**

### **TEACHING & LEARNING III: SPED SEMINAR**

**Dates: February 16 – March 23, 2022 (by appointment)**

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 533 INCLUSIVE CLASSROOMS**

**Dates: November 9 – December 14, 2021 + 1 extra class (Tuesdays)**

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.

### **SPED 550 INTERN FIELDWORK I (ES)**

**Dates: Ongoing; All Academic Year**

Fieldwork 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 540 Positive Behavior Supports**

**Dates: 11/10-12/15/2021 + 1 extra class (Wednesdays)**

This course will encourage participants to view all forms of student behavior as a form of communication. Participants will spend time understanding how to decipher the messages students are conveying through their behavior so they can meet and support their needs. Instead of reacting to challenging behaviors, teachers will focus on how to proactively reduce challenging behaviors. Instead of “managing” challenging behaviors teachers will focus on centering the student and their needs in a culturally responsive BIP (behavior intervention plan) created after conducting an FBA (Functional Behavior Analysis).

### **SPED 560 INTERN FIELDWORK II (ES)**

**Dates: Ongoing; All Academic Year**

Fieldwork 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/small group lessons with classroom teachers.

## **Program Administrators**

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