



20
22

DISTRICT INTERN PROGRAM

CATALOG

Table of Contents

Mission & Offerings	03
Program Eligibility & Prerequisites	04
Program Admittance	05
Summer Pre-Service	06
Policies & Procedures	08
Course Expectations & Citizenship	09
Year 1	
At-A-Glance	10
Single Subject	11
Multiple Subjects	12
Ed Specialist	13
Early Completion Option (ECO)	14
Year 2	
At-A-Glance	15
Single Subject	16
Multiple Subjects	17
Ed Specialist	18
Bridge	
At-A-Glance	19
Bridge to Single Subject	20
Bridge to Multiple Subjects	21
Bridge to Ed Specialist	22
Course Descriptions	23

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.

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. as collaborative designers.

Catalog effective date: July 1, 2022

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

Program Eligibility

To be eligible to enroll in the HTH District Intern Program, an applicant must have both: 1) Qualifying employment in a teaching assignment that matches the credential held and 2) Completed prerequisites.

01 _____ 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.

02 _____ Prerequisites

Bachelor's Degree

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

credentialing@hightechhigh.org or

HTH Forum ATTN: Teacher Center 2150 Cushing Road San Diego, CA 92106

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 or submission of Subject Matter Waiver Letter (completed during undergraduate program and issued by university/college) OR options outlined by commission, see [commission leaflet](#).

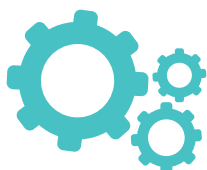
Early Field Experience

District intern credential candidates are required to have participated in a supervised Early Field Experience (EFE) prior to admission to a credential program. This experience must have taken place within the last four years and must consist of at least 45 hours of college course practicum or field observations, and/or paid employment, and/or volunteer experience. It is recommended that you complete this 45 contact hours in a learning environment that has some students who are English Language learners.





Program Admittance



CONDITIONAL ADMITTANCE

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 14th.

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



FULL ADMITTANCE

Granted if all of the above, in addition to the following, is received by August 1st.

1. Verification of Early Field Experience (at least 45 hours in the past four years)
2. Verification of employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county
3. Basic Skills (CBEST or equivalent)
4. Subject Matter Competency: Either passage of CSET that matches teaching assignment or submit the Subject Matter Waiver Letter.
5. 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



NON ADMITTANCE

If by August 1st a candidate has not completed items 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 subject matter competency if all else is in place before June 30th. CSET examinations must be passed before the start of the participant's second program year.

Summer Pre-Service



Dates: June 14th- July 23rd (online)
August 1st-5th (In Person)



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.

Gen Ed Teachers

EDUC 400

Emergent Bilingual
Learners Prerequisite
Course 6 weeks/online

Ed Specialist Teachers

EDUC 401

Culturally Responsive
Pedagogy Prerequisite
Course 6 weeks/online

Bridge to Sped

EDUC 402

Neurodiversity in
Education Prerequisite
Course 6 weeks/online

EDUC 401

Culturally Responsive
Pedagogy Prerequisite
Course 6 weeks/online

EDUC 402

Neurodiversity in
Education Prerequisite
Course 6 weeks/online

Bridge to Gen Ed

EDUC 401

Culturally Responsive
Pedagogy Prerequisite
Course 6 weeks/online

TED 500

Classroom Structures
1 week In-Person

TED 500

Classroom Structures
1 week In-Person

**Ed Specialists will take
EDUC 400 in the summer
of their second year*

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

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

Program Fees

Fees are established each year for the program and are subject to change. Program fee for Year One, Two, Bridge or ECO: \$3,800/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 Clear.
\$75 +	LiveScan
\$85	US Constitution exam
\$100	CBEST/BSR
\$52.50	District Intern Cred
\$171.00	RICA Exam (ES & MS)
\$100-	
\$400	CSET (varies)
\$95	APK Exam (ECO)
\$267	EdTech CSET (ECO)
\$300	CalTPA (cycles 1 & 2)
\$102.50	Activate Preliminary

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.

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 & Procedure

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.

If a candidate is terminated for misconduct or inappropriate behavior at any time, the candidate may be permanently excluded from all current and future admittance of the HTH District Intern and Induction programs. If an intern employed at HTH is terminated from a HTH K-12 school, they will be ineligible for the HTH District Intern program even if they find employment at a participating partner school.

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 3rd Year

Participants will be charged \$500 per course, or \$3800 to repeat a full program year. Participants will be charged \$500 for enrollment in a 3rd year if only completing testing requirements other than the TPA.

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

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

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

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



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, 4:45 - 7:45 pm

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

All classes are six weeks in length

Single Subject

- TED 543: Teaching & Learning I (8/2 to 9/20/22)
- TED 544(a): Teaching & Learning II- Subject Specific (9/27 to 11/1/22)
- TED 544(b): Teaching & Learning II- Subject Specific (11/8 to 12/13/22 + 1 extra class)
- TED 542: Secondary Reading (1/3 to 2/7/23)
- SPED 533: Inclusive Classrooms (2/14 to 3/21/23)
- TED 536: Brain Health & Social Emotional Development (4/11 to 5/16/23)

Multiple Subjects

- TED 543: Teaching & Learning I (8/2 to 9/20/22)
- TED 535(b): Teaching & Learning II: *Elementary Math* (9/27 to 11/2/22)
- TED 535(a): Teaching & Learning II: *Elementary Literacy* (11/8 to 12/13/22)
- TED 521: Principles of Reading (1/3 to 2/7/23)
- SPED 533: Inclusive Classrooms (2/14 to 3/21/23)
- TED 536: Brain Health & Social Emotional Development (4/11 to 5/16/23)

Ed Specialists

- SPED 525: Case Management (8/16 to 9/20/22)
- SPED 522(b): Teaching & Learning I: *SPED Assessment* (9/27 to 11/1/22)
- SPED 522(a): Teaching & Learning II: *SPED Methods* (11/8 to 12/13/22)
- TED 521: Principles of Reading (1/3 to 2/7/23)
- SPED 533: Inclusive Classrooms (2/14 to 3/21/23)
- TED 536: Brain Health & Social Emotional Development (4/11 to 5/16/23)

Secondary Program (Yr 1)

Single Subject Program of Study

Standard

6th-12th Secondary Credential Content:

- Art
- English
- Mathematics (including foundational-level)
- Science (including foundational-level)
- Social Science /History
- 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
- Successfully complete all fieldwork requirements (See fieldwork course in syllabus)

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, 12 units

TED 543	Teaching & Learning I	1.5
TED 535(a)	Teaching & Learning II: Content Area	1.5
TED 535(b)	Teaching & Learning II: Content Area	1.5
TED 542	Secondary Reading Methods	1.5
SPED 533	Inclusive Classrooms	1.5
TED 536	Brain Health & Social Emotional Dev.	1.5
TED 550	Intern Fieldwork I (SS)	3.0

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
- Passage of RICA (due August 2023)
- Successfully complete all fieldwork requirements (See fieldwork course in syllabus)

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, 12 units

TED 543	Teaching & Learning I	1.5
TED 535(b)	Teaching & Learning II: Elem Math.	1.5
TED 535(b)	Teaching & Learning II: Elem Literacy	1.5
TED 521	Principles of Reading Methods	1.5
SPED 533	Inclusive Classrooms	1.5
TED 536	Brain Health & Social Emotional Dev.	1.5
TED 550	Intern Fieldwork I (MS)	3.0

Ed Specialist Program (Yr 1)

Ed 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
- Completion of two (2) cases studies outside of your job placement
- Passage of RICA (due August 2023)
- Successfully complete all fieldwork requirements (See fieldwork course in syllabus)
- Participate in practicum experiences outside of your assigned grade level
 - Complete a 6-week case study on an elementary student who struggles with reading (year one)
 - Complete a 6-week case study on a high school student who is transitioning out of the high school setting (year two)

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, 12 units

SPED 525	Case Management	1.5
SPED 522(b)	Teaching & Learning II: Assessment	1.5
SPED 522(a)	Teaching & Learning II: Methods	1.5
TED 521	Principles of Reading Methods	1.5
SPED 533	Inclusive Classrooms	1.5
TED 536	Brain Health & Social Emotional Dev.	1.5
SPED 550	Intern Fieldwork I (ES)	3.0

Early Completion Option (ECO)



Single or Multiple Subjects Program of Study (ECO)

Ed Specialists are not eligible for this program.

6th-12th Secondary Credential Content areas:

- Art
- English
- Mathematics (including foundational-level)
- Science (including foundational level)
- Social Science/History
- World Languages

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

- 5+ years of teaching experience as a teacher of record in a K-12 school
- 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 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 15th)

1. CSET: Preliminary Educational Technology (Limited testing windows, plan accordingly).
 - #1 (August – Sept)
 - #2 (November – December)
 - #3 (January - February 2022); and
2. Passage of the RICA exam (for Multiple Subjects Credential route only)
3. Participate in twelve (12) observations



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: Wednesdays, 4:45 - 7:45 pm

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

All classes are six weeks in length

Single Subject

- TED 513: Methods of English Language Development (8/17 to 9/21/22)
- TED 537: Design for Deeper Learning (9/28 to 11/2/22)
- TED 539: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- TED 538: Authentic Assessment (1/4 to 2/8/23)
- SPED 539: CalTPA.2 (2/15 to 3/23/23)

Multiple Subjects

- TED 513: Methods of English Language Development (8/17 to 9/21/22)
- TED 537: Design for Deeper Learning (9/28 to 11/2/22)
- TED 539: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- TED 538: Authentic Assessment (1/4 to 2/8/23)
- SPED 539: CalTPA.2 (2/15 to 3/23/23)
- TED 540: Elementary Science Methods (4/12 to 5/17/23)

Ed Specialists

- EDUC 401: Culturally Responsive Pedagogy (PreService) 6/14 to 7/24/22)
- TED 513: Methods of English Language Development (8/17 to 9/21/22)
- TED 537: Design for Deeper Learning (9/28 to 11/2/22)
- TED 539: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- SPED 535: Positive Behavior Supports (1/4 to 2/8/23)
- SPED 539: CalTPA.2 (2/15 to 3/23/23)
- SPED 524: Autism & Transition (4/12 to 5/17/23)

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

6 courses, 10.5 units

TED 538	Methods of English Language Development	1.5
TED 537	Design for Deeper Learning	1.5
TED 539.	CalTPA.1	1.5
TED 538	Authentic Assessment	1.5
SPED 539	CalTPA.2	1.5
TED 560	Intern Fieldwork I (MS)	3.0

Completion Requirements (Yr 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
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)

Elementary Program (Yr 2)

Multiple Subjects Program of Study

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

7 courses, 12 units

TED 513	Methods of English Language Development	1.5
TED 537	Design for Deeper Learning	1.5
TED 539.	CalTPA.1	1.5
TED 538	Authentic Assessment	1.5
SPED 539	CalTPA.2	1.5
TED 540	Elementary Science Methods	1.5
TED 560	Intern Fieldwork I (MS)	3.0

Completion Requirements (Yr 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
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)

Ed Specialist Program (Yr 2)

Ed 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.



Statewide, Ed Specialist Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). 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

8 courses, 13.5 units

Full Caseload: 10+ Students

EDUC 401	Culturally Responsive Pedagogy (Summer).	1.5
TED 537	Design for Deeper Learning	1.5
TED 539.	CalTPA.1	1.5
SPED 535	Positive Behavior Supports	1.5
TED 513	Methods of English Language Development	1.5
SPED 539	CalTPA.2	1.5
SPED 524	Autism & Transition	1.5
TED 560	Intern Fieldwork I (MS)	3.0

Completion Requirements (Yr 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
- Completion of two (2) case studies outside of your job placement
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)



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, 4:45 - 7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106), All classes are six weeks in length

Single Subject

- TED 543: Teaching & Learning I (8/2 to 9/20/22)
- TED 544(a): Teaching & Learning II- Subject Specific (9/27 to 11/1/22)
- TED 537: Design for Deeper Learning (9/28 to 11/2/22)
- TED 544(b): Teaching & Learning II- Subject Specific (11/8 to 12/13/22 + 1 extra class)
- TED 539: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- TED 542: Secondary Reading (1/3 to 2/7/23)
- SPED 538: Authentic Assessment (1/4 to 2/8/23)
- TED 539: CalTPA.2 (2/14 to 3/21/23)

Multiple Subjects

- TED 543: Teaching & Learning I (8/2 to 9/20/22)
- TED 535(b): Teaching & Learning II: *Elementary Math* (9/27 to 11/2/22)
- TED 535(a): Teaching & Learning II: *Elementary Literacy* (11/8 to 12/13/22)
- TED 539: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- TED 521: Principles of Reading (1/3 to 2/7/23)
- SPED 533: Inclusive Classrooms (2/14 to 3/21/23)
- TED 539: CalTPA.2 (2/15 to 3/22/23)
- TED 540: Elementary Science Methods (4/12 to 5/17/23)

Ed Specialists

- SPED 525: Case Management (8/16 to 9/20/22)
- SPED 522(a): Teaching & Learning II: *SPED Methods* (11/8 to 12/13/22)
- SPED 526: CalTPA.1 (11/9 to 12/14/22 + 1 extra class)
- TED 521: Principles of Reading (1/3 to 2/7/23)
- SPED 535: Positive Behavior Supports (1/4 to 2/8/23)
- SPED 533: Inclusive Classrooms (2/14 to 3/21/23)
- SPED 526: CalTPA.2 (2/15 to 3/22/23)
- TED 536: Brain Health & Social Emotional Development (4/11 to 5/16/23)
- SPED 524: Autism & Transition (4/12 to 5/17/23)

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 is offered within CalTPA specific coursework..

Eligibility

- Meet all requirements to earn a CA District Intern Single Subject Credential
- Hold a valid CA Ed Specialist Teaching Credential
- Completion of prerequisite course:
 - EDUC 401: Culturally Responsive Pedagogy
- Three years of teaching experience
- Faculty Interview

Program Coursework:

10 courses , 16.5 units

EDUC 401	Culturally Responsive Pedagogy	1.5
TED 543	Teaching & Learning I	1.5
TED 544(a)	Teaching & Learning II: Subject Specific	1.5
TED 537	Design for Deeper Learning	1.5
TED 544(b)	Teaching & Learning II: Subject Specific	1.5
TED 539	CalTPA.1	1.5
TED 542	Secondary Reading	1.5
TED 538	Authentic Assessment	1.5
TED 539	CalTPA.2	1.5
TED 560	Intern Fieldwork II (SS)	3.0

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
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)

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 is offered within CalTPA specific coursework.

Eligibility

- Meet all requirements to earn a CA District Intern Multiple Subjects Credential
- Hold a valid CA Ed Specialist Teaching Credential
- Completion of prerequisite course
 - EDUC 401: Culturally Responsive Pedagogy
- Three years of teaching experience
- Faculty Interview

Program Coursework:

11 courses , 18 units

EDUC 401	Culturally Responsive Pedagogy	1.5
TED 543	Teaching & Learning I	1.5
TED 535(a)	Teaching & Learning II: Elem Math	1.5
TED 535(b)	Teaching & Learning II: Elem Literacy.	1.5
TED 539	CalTPA.1	1.5
TED 521	Principles of Reading	1.5
TED 538	Authentic Assessment	1.5
SPED 533	Inclusive Classrooms	1.5
TED 539	CalTPA.2	1.5
TED 540	Elementary Science Methods	1.5
TED 560	Intern Fieldwork II (MS)	3.0

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
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)

Bridge Program (Education Specialist)

Ed Specialist Program of Study (Bridge)

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

K-12 Credential- Mild/Moderate Support Needs

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 is offered within CalTPA specific coursework.

Eligibility

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

Program Coursework:

11 courses , 18 units

Caseload: 5-10 students

EDUC 402	Neurodiversity in Education	1.5
SPED 525	Case Management	1.5
SPED 522(a)	Teaching & Learning I: SPED Methods	1.5
SPED 526	CalTPA.1	1.5
TED 521	Principles of Reading	1.5
SPED 535	Positive Behavior Supports	1.5
SPED 533	Inclusive Classrooms	1.5
SPED 526	CalTPA.2	1.5
TED 537	Brain Health	1.5
SPED 524	Autism & Transition	1.5
TED 560	Intern Fieldwork II (ES)	3.0

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
- Successfully complete all fieldwork requirements (see fieldwork course syllabus)

Course Descriptions

EDUC 400 EMERGENT BILINGUAL LEARNERS

(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

(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

(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

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

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: Methods of Teaching Elementary Social Science, Social Science, and Physical Education

In this course, candidates will cover three weeks of social science instruction and three weeks of science instruction as well as learn how to integrate physical education into an elementary school day and schedule. Special attention will be paid to the methodologies and pedagogy necessary to ensure access to a standards based science and social studies curriculum for all students; California Frameworks for Social Science, and NGSS Science Standards will be covered.

Course Descriptions

TED 521 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.

TED 535 (a) 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 (b) 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 536 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.

TED 537 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.

Course Descriptions

TED 538 AUTHENTIC 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 #2.

TED 539 CalTPA.1 & 2

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 542 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 543 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 544 (a & b) TEACHING & LEARNING II: SECONDARY CONTENT AREA

Sections:

- 544.1 Arts
- 544.2
- English
- 544.3
- Math 544.4 Science)
- 544.5 Social Science
- 544.6 World Languages

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.

Course Descriptions

TED 544 (a & b) Teaching & Learning II (cont'd):

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) *

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) *

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.

SPED 522(a) TEACHING & LEARNING II (a): 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(b) TEACHING & LEARNING II (b): 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.

Course Descriptions

SPED 524 AUTISM & TRANSITION

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

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 CalTPA.1 & 2

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

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) *

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. 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. Additionally, interns will closely work with their mentor on learning goals that target their development as inclusive practitioner who aims to create equitable learning for diverse students via culturally responsive teaching practices. 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.

Course Descriptions

SPED 540 Positive Behavior Supports

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) *

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. 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. Additionally, interns will closely work with their mentor on learning goals that target their development as inclusive practitioner who aims to create equitable learning for diverse students via culturally responsive teaching practices.

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.

***All Fieldwork Courses Addendum:**

The HTH District Intern program, in partnership with its affiliated schools, shall provide a minimum of 144 hours of support and supervision through a network of providers which includes: weekly coaching and support from their Mentor, instructional coaching, administrative supervision, professional development, and workshops. For Interns who enter the program without an English Learner authorization, an additional 45 hours of focused support around English learners will be provided via mentorship and via summer preservice instruction. It is the intern's responsibility to log this support and supervision as part of the fieldwork course.

Program Administrators & Contacts

Sarah Barnes-Shulman

*Director of Intern &
Induction Programs*

sbarnes@hightechhigh.org

Nicole Allen

*Program Manager/
Credential Analyst*

nallen@hightechhigh.org

Cecilia Nevarez-Smith

Program Support Specialist

cnevarez@hightechhigh.org

High Tech High Teacher Center
credentialing@hightechhigh.org

**2150 Cushing Road
San Diego, CA 92106**