



**Los Angeles Unified School District**  
Talent Management Division



# District Intern Program Professional Development Plan

Secondary Education  
Special Education

2012-2013

**Los Angeles Unified School District**  
Talent Management Division  
District Intern Program

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## **Los Angeles Unified School District**

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**LOS ANGELES UNIFIED SCHOOL DISTRICT MISSION  
STATEMENT**

*The teachers, administrators and staff of the Los Angeles Unified School District (LAUSD) believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.*

**DISTRICT INTERN PROGRAM MISSION STATEMENT**

*The mission of the District Intern Program is to prepare urban public school candidates to effectively educate all students so that each contributes to and benefits from our diverse society.*

# **Los Angeles Unified School District**

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## **PROGRAM HISTORY AND OVERVIEW**

District Intern Programs were authorized by the 1983 Senate Bill (SB) 813 in response to the state educational reforms and the critical state-wide shortage of teachers in designated subject fields. LAUSD initiated the program in 1984. Approximately 10,000 teachers have completed the LAUSD District Intern Program and have earned full certification.

In 1987, the Governor signed Assembly Bill 1782 authorizing expansion of the program to include elementary, elementary bilingual and secondary teachers in mathematics and science. From 1984 until the 2002-03 school years, the District Intern Program was a two-year teaching preparation program. Successful participants earned a California Clear Professional Credential in the designated subject area. In the 2003-04 school year, as a result of changes in California teaching preparation and credentialing requirements (SB 2402), the District Intern Program became a three-year Teacher Preparation and Induction Program. Participants who successfully complete the program earn the California Preliminary and the California Clear Credentials.

The District Intern Program's Professional Development Plan meets California state teacher credentialing requirements, state instructional standards, and District instructional priorities. It is designed to enhance the quality of teachers employed by the District and to ensure that participating teachers are provided with the knowledge and skills necessary to meet the needs of all students.

Under SB 2042 and No Child Left Behind (NCLB) legislation, the District Intern Programs prepare highly qualified urban public school candidates to educate all students in the following credentialing fields:

- Multiple Subject, Multiple Subject Bilingual, Middle School Core (on hiatus)
- Single Subject Preparation Programs in the areas of mathematics and English (on hiatus)
- Single Subject Preparation Programs in the areas of science
- District Intern Beginning Teacher Support and Assessment (BTSA) Induction Program

In 1994, the District Intern Program was modified. Under SB1657, LAUSD was provided an opportunity to conduct a pilot study program for the Education Specialist: Mild/Moderate Disabilities, Level I and Level II (K-12) credential. In 2006, the District Intern Program applied for and received approval for the Education Specialist, Moderate/Severe credentialing program. English Language Learners authorization for both the Education Specialist, Mild/Moderate and Moderate/Severe credential programs was granted in 2007. In 2011 LAUSD implemented the new Preliminary Education Specialist Credential for Mild/Moderate and Moderate/Severe in response to California's newly adopted *Education Specialist Teaching and other Related Services Credential Standards*.

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## **DISTRICT INTERN PROFESSIONAL DEVELOPMENT PLAN OVERVIEW**

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

The Professional Development Plan is a carefully designed sequence of courses and portfolio tasks aligned to State and District standards and Commission on Teacher Credentialing (CTC) credentialing requirements. These courses and portfolio tasks are especially designed to guide beginning teachers through educational theory and the application of pedagogy in their classrooms.

Experienced personnel, knowledgeable in their specific subject areas, teach all courses. Instructors receive training aligned with State and District priorities and on current educational research. Current theory and research are embedded throughout the program.

Each Intern completes specific tasks that demonstrate the Intern's knowledge of the Teacher Performance Expectations. These tasks include, but are not limited to: lesson and unit planning, becoming acquainted with home, school, parents, and community resources, creating accommodations for students with special needs; organizing and managing a discipline plan; and developing a positive behavior support systems.

Each Intern receives support from District Intern Teacher Advisers and Administrators, Instructional Facilitators, a District approved Support Provider, school staff, and the Intern's cohort throughout the three-year process.

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### **DISTRICT INTERN PROGRAM AWARDS**

#### **CARLA SMOTHERMAN RED APPLE AWARD**

The Red Apple Award is given in honor of Carla Smotherman, founder and administrator from Human Resources District Intern Program. The recipient of this award demonstrates:

- outstanding participation in class activities
- high-quality coursework
- focus on student achievement
- strong leadership skills
- collaborative spirit
- innovation in teaching practice
- excellent attendance
- on-time submission of program assignments

District Interns and District Intern Staff will nominate the recipient of this award based on the above-listed qualities.

#### **NORMAN MARKS PERFECT ATTENDANCE AWARD**

The Norman Marks Perfect attendance award is named in honor of Norman Marks, Founder and Administrator for Secondary District Intern Program. The recipient of this award demonstrates:

- perfect on-time attendance during Orientation
- perfect on-time attendance throughout preparation
- perfect on-time attendance at DI Program functions

The recipient of this award will be selected based on attendance data and records.

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## DISTRICT INTERN SINGLE SUBJECT COURSES

### PRE-SERVICE ORIENTATION (160 Hours)

Course Number	Course title	Salary Points
Ed 101	Pre-Service Teacher Training	3
Ed 200	Pre-Service Teacher Training	<u>3</u>
Total		6

### PREPARATION

Course Number	Course Title	Salary Points
Ed 200.19a	Portfolio Development: Construction, Reflection and Assessment	1
Ed 220	Foundations of and Current Trends in Education	1
Ed 200.1	Classroom Organization and Management	1
Ed 200.12	Methods of Teaching English Language Learners (general)	1
Ed 200.10	Methods of Teaching English, Math and Science	1
Ed 228a	Cal TPA Tasks (Subject-Specific Pedagogy and Designing Instruction)	1
Ed 300a	Practice in Teaching Skills: Networking One-On-One	1
Ed 100.10a	Teaching and Learning in a Multicultural Society (general)	1
Ed 100.10b	Cultural Community Connections (Community-Specific)	1
Ed 200.19b	Portfolio Development: Construction, Reflection and Assessment	1
Ed 200.20	Curriculum and Methods of Teaching Reading	1
Ed 200.16	Voices of Diversity (specific)	1
Ed 228b	Cal TPA Tasks (Assessing Learning)	1
Ed 228c	Cal TPA Tasks (Culminating Teaching Experience)	1
Ed 200.15a	Integrating Standards, Curricula and Assessment	1
Ed 200.2	Managing Antisocial Behavior: Advance Classroom Management	1
	Current Cardiopulmonary Resuscitation (CPR) verification	0
	Portfolio Exit Symposium	<u>0</u>
Total		16



# Los Angeles Unified School District

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## SINGLE SUBJECT COURSE DESCRIPTIONS

### PRE-SERVICE ORIENTATION (160 Hours)

Course Number	Course Title	Salary Points
Ed 101	Pre-Service Teacher Training	3
Ed 200	Pre-Service Teacher Training	3

Interns participate in a four-week *Pre-Service Orientation* that provides an overview of the District Intern Program and District Instructional Priorities in which prospective secondary District Interns learn the skills and knowledge required prior to entering the classroom as the teacher of record. The orientation covers federal, state and district laws and policies that govern legalities related to teaching and learning. Through the use of multiple sources, Interns learn about the characteristics and needs of special populations and English learners and how to plan for effective instruction to meet their needs. Interns are instructed in lesson planning for content, English language development and students with special needs. Interns are given initial instruction in strategies to teach content area reading and learn SDAIE and English language development strategies.

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### PREPARATION

Course Number	Course Title	Salary Points
Ed 200.19a	Portfolio Development: Construction, Reflection and Assessment	1

The initial *Portfolio Development: Construction, Reflection and Assessment* course serves as a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for Interns to build their knowledge of their students, schools, families, community, and teaching. Interns begin a career-long process of reflection of their teaching practice and learn about their students' academic, linguistic and social development.

Interns develop classroom rules and procedures and modify these based on their effectiveness. They write weekly reflective journals to chronicle their experiences, both positive and challenging, in the *My Life as a Teacher* portfolio project. Interns develop and implement student and parent surveys to gauge interests and concerns and compile the data into a report as part of the *What's Behind the Classroom Door* portfolio project.

The portfolio course sessions serve to support and scaffold the California Teaching Performance Assessment (CalTPA).

Course Number	Course Title	Salary Points
Ed 220 b	Foundations of and Current Trends in Education	1

Interns learn about the *Foundations and Current Trends of Education* through an interactive course addressing three basic areas related to teaching in a public education setting: 1) history of American public education, 2) major reform movements and, 3) federal acts (both legislative and judicial) that have transformed the educational system to its present state. Interns focus on learning and child development theories, with emphasis on the heterogeneous student population that exists in public schools. This course is an overview of changes and challenges that beset the classroom teacher. Interns focus on effective teaching practices that ensure success for all students, from the classroom environment to providing differentiated instruction for students with diverse needs.

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Course Number	Course Title	Salary Points
Ed 200.1	Classroom Organization and Management	1

Interns learn to create and maintain a well-managed classroom that fosters students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

This course focuses on the basic principles and concepts of managing effective learning environments. Topics include:

- fostering a positive climate for learning
- promoting rapport with students and their families
- encouraging students to take responsibility for their own learning
- maintaining clear expectations for academic/social behavior
- establishing classroom procedures/routines

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

- identify linguistic background, academic language abilities, content knowledge/skills, and health/cultural issues
- determine students' interests and aspirations
- meet students' physical, emotional, social, and academic needs

Course Number	Course Title	Salary Points
Ed 200.12	Curriculum & Methods of Teaching English Language Learners	1

This course provides Secondary District Interns the opportunity to acquire the knowledge and skills needed to deliver comprehensive instruction to English Learners. Interns learn the importance of:

- linguistic patterns to support the learning of form, function and structures of the English language
- State and federal laws, regulations and court decisions related to the placement, instruction, and assessment of English learners
- theoretical foundations that provide the rationale for instructional policies and practices for English language development
- Application of the standards-based instruction process to:
  - provide access to the core curriculum.
  - align State-adopted content standards to English Language Arts and English Language Development standards
  - differentiate instructional strategies and activities to meet the needs of English Learners
  - assess English Learners' progress in meeting the content standards by using differentiated formative assessments

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Course Number	Course Title	Salary Points
Ed 200.10a	Methods of Teaching English, Math and Science	1

Interns focus on planning and developing a thematic, standards-based content-specific (English, Math, or Science) assessment while incorporating English Language Arts content standards. Topics include long and short-term goals for learning, explicit teaching and sequencing instruction to connect content to preceding and subsequent material. The unit includes multiple strategies or scaffolds to meet the diverse needs of students; formal and informal assessments to monitor student progress toward meeting the content standards; and grade-level texts that create intellectually challenging instruction.

Course Number	Course Title	Salary Points
Ed 228a	California Teaching Performance Assessment: (Cal TPA) Subject-Specific Pedagogy and Designing Instruction	1

The California Teaching Performance Assessment (CalTPA) incorporates four performance tasks that increase in complexity but not necessarily in difficulty. These tasks are intended to be completed as an intern progresses through the teacher preparation program.

The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the California Standards for the Teaching Profession and the Teaching Performance Expectations (TPEs). The first two tasks, Subject-Specific Pedagogy and Designing Instruction are embedded as tasks during the first semester of the preparation program.

The *Subject-Specific Pedagogy* task demonstrates knowledge of principles of content-specific developmentally-appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs. Interns respond in writing to each of the four case studies and submit their responses.

The *Designing Instruction* task requires Interns to demonstrate their ability to learn important details about a classroom of students, including focusing on an English learner and a student who presents a different instructional challenge. They plan instruction that is shaped by and addresses specific student characteristics, and thus demonstrate their abilities to connect learning about their students to their instructional planning. Interns continually reflect on their planning process and its outcomes.

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Course Number	Course Title	Salary Points
Ed 300a	Practice in Teaching Skills: Networking One-On-One	1

Interns participate in the networking activities that provide an opportunity for professional growth through collaboration with a wide array of educators. While compiling the *Networking One-On-One* task, Interns observe and dialogue with colleagues and resource personnel, research effective teaching practices, and attend professional growth workshops/seminars. The Interns interact with professionals regarding:

- developmentally appropriate pedagogy
- planning and designing instructional experiences for students
- developing as a professional educator
- making subject matter comprehensible
- engaging and supporting students in learning
- creating and maintaining effective environments for student learning
- assessing student learning to develop teaching practices to meet the California Standards for the Teaching Profession (CSTP).

In addition, Interns attend workshops or conferences, conduct meetings with mentors and/or peers for professional dialogue and maintain written reflections. These interactions require a minimum of 32 hours and include pre-conference, interactions, post conference, and reflection.

Course Number	Course Title	Salary Points
Ed 100.10a	Teaching and Learning in a Multicultural Society	1

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

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Course Number	Course Title	Salary Points
Ed 100.10b	Cultural Community Connections	1

This is a 32-hour, independent study portfolio task. Interns research and participate in relevant aspects of students' cultural background and experiences outside of the school day (e.g. exploring community resource contacts, participation in cultural events and school-based activities), thereby gaining greater insight and understanding of various cultural groups at school. Participation in these activities helps Interns understand and incorporate the cultural identity of his/her students into planning and delivery of lessons. Interns explore and reflect on their personal biases and belief systems.

Course Number	Course Title	Salary Points
Ed 200.19b	Portfolio Development: Construction, Reflection and Assessment	1

Interns apply, document and analyze their teaching practice through the use of the Teaching Performance Expectations (TPEs) of the California Standards for the Teaching Performance (CSTPs). Interns receive on-going guidance and support from practitioners in the Math, Science, and English content areas.

The *Portfolio Development: Construction, Reflection and Assessment* class is a compilation of the teacher's growth in relation to developing as a professional educator. It is a collection of accomplishments and an opportunity for teachers to build their knowledge of their students, schools, families, community, and teaching practices. In this class, teachers begin a career-long process of honest reflection of their teaching practice during which they learn about their students' academic, linguistic and social development.

The culminating event is the Preliminary Credential Exit Symposium in which interns show evidence of their knowledge and implementation of the six domains of the Teaching Performance Expectations (TPEs).

Course Number	Course Title	Salary Points
Ed 200.20	Curriculum and Methods of Teaching Reading in the Content Area	1

Interns explore intensive research-based reading and language arts methodologies appropriate for all students including English Learners, Standard English Learners and students with disabilities. Specific strategies are included to provide interns with the use of formal and informal diagnostic assessments for individualized instruction and to provide strategies to make accommodations and modifications to meet students' needs. Interns are provided with the tools to teach reading in the content area with an end goal of closing the achievement gap. Classroom textbooks are used to assist with integrating literacy skills within subject material.

The course also focuses on strategies and methodologies for intensive vocabulary development for English Learners and struggling readers and explicitly addresses the four domains of language arts: reading writing, listening and speaking.

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Course Number	Course Title	Salary Points
Ed 200.16	Voices of Diversity	1

The objective for this course is to facilitate the development of culturally proficient practice in relation to Standard English Learners (SELs) and specific racial, ethnic and cultural groups. Interns are provided multiple opportunities to investigate cultural differences and learn how these differences impact academic success. Areas examined include linguistic diversity, cultural diversity, and learning styles. Interns learn about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Pedagogy specific to Culturally Relevant and Responsive Education (CRRE) is studied to help Interns succeed in implementing a cognitively demanding curriculum appropriate for diverse learners.

Course Number	Course Title	Salary Points
Ed 228b	California Teaching Performance Assessment: (Cal TPA) Assessing Learning	1

The California Teaching Performance Assessment (CalTPA) incorporates four performance tasks that increase in complexity but not necessarily in difficulty. These tasks are intended to be completed as an intern progresses through the teacher preparation program.

The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the California Standards for the Teaching Profession and the Teaching Performance Expectations (TPEs). The CalTPA Task: Assessing Learning is embedded as a task during the second semester of the preparation program.

The Assessing Learning task requires interns to demonstrate their ability to select a unit of study, identify related learning goals, and plan and implement standards-based, developmentally-appropriate student assessment activities for a group of students. In addition, interns demonstrate their ability to assess student learning, diagnose student needs based on student responses to the assessment activity, and show, after reflection, how they would apply this information to their future planning for students.

Within the task, interns demonstrate their ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs. Interns score, review, and analyze evidence of student learning and then reflect on the assessment implications of this evidence.

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Course Number	Course Title	Salary Points
Ed 228c	CA Teaching Performance Assessments (Cal TPA) : Culminating Teaching Experience (CTE)	1

The California Teaching Performance Assessment (CalTPA) incorporates four performance tasks that increase in complexity but not necessarily in difficulty. These tasks are intended to be completed as an intern progresses through the teacher preparation program.

The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the California Standards for the Teaching Profession and the Teaching Performance Expectations (TPEs). The CalTPA Task: Culminating Teaching Experience is embedded as a task during the second semester of the preparation program.

The Culminating Teaching Experience task requires interns to demonstrate their ability to design a lesson based on state-adopted academic content standards for students and/or frameworks, and then implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, managing instruction and student interaction, assessing student learning, and analyzing the strengths and weaknesses of the lesson. In addition, interns demonstrate their ability to make lesson adaptations for two focus students, to analyze evidence of student learning, and to reflect upon their instruction.

Within the task, interns demonstrate their ability to make lesson adaptations for two focus students: an English learner and a student who presents a different instructional challenge. Interns score, review, and analyze evidence of student learning and then reflect on the assessment implications of this evidence.

Course Number	Course Title	Salary Points
Ed 200.15a	Integrating Standards, Curriculum and Assessment	1

Interns research different protocols for looking at student work, designing rubrics to assess student work, and discussing grading procedures. Un-scored, mock assessments are used to calibrate Interns' ability to score assessments. They evaluate strengths and weaknesses of teacher-made assessments and redesign them as needed. Interns use the results of assessment as a tool to inform their instruction and as a measure to learn about their students.

Course Number	Course Title	Salary Points
Ed 200.2	Advanced Classroom Management, Managing Antisocial Behavior	1

Based on the public health model of prevention, this course addresses the fundamental aspects of managing antisocial behavior in the classroom. Interns learn techniques to manage antisocial behavior exhibited by some students, while simultaneously maintaining a safe environment for all students. Recognizing and addressing bullying and cyber bullying in secondary schools is also covered.

Interns submit and present a Functional Behavioral Assessment (FBA) with a current



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student as the case study subject. Interns receive training in how to recognize and address antisocial behaviors using the ABC method (Antecedent-Behavior-Consequence) and devise an action plan for mitigating and improving the student's behavior.

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**DISTRICT INTERN SPECIAL EDUCATION COURSES**

**PRE-SERVICE ORIENTATION**

**(160 Hours: 3-year program /80 hours: Credentialed Educators Now Teaching Special Education - CENTSE)**

<b>Course Number</b>	<b>Course title</b>	<b>Salary Points</b>
ESEd 222.1	Pre-Service Orientation	2
ESEd 222.2	Pre-Service Orientation	<u>2</u>
TOTAL		4

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## PREPARATION

Course Number	Course Title	Salary Points
ESEd 409	Special Education Laws and Disabilities	2
ESEd 321	Classroom Management, Instruction, and Positive Behavior Support	2
ESEd 402.1a	Portfolio Construction and Reflection (Three-year Program)	3
ESEd 402.1b	Portfolio Construction and Reflection	3
ESEd 514	Assessment, Instruction, Curriculum, and Program Evaluation	2
ESEd 322	Assessment, IEP Goals and Instructional Planning for Students with Special Needs (M/S only)	
ESEd 562	Teaching Strategies for English Learners with Disabilities (CENTSE only)	1
ESEd 402c	Teaching Reading to Students with Disabilities	1
ESEd 508	Teaching Reading and English Language Arts in Math, Science, and Social Studies	1
ESEd 325	Teaching Movement, Mobility and Specialized Health Care to Students with Moderate to Severe Disabilities (MS only)	1
ESEd 425	Teaching Communication, Social and Interpersonal Skills to Students with Moderate to Severe Disabilities (MS only)	1
ESEd 406	Collaboration and Communication in Special Education	1
ESEd 510	Transition Planning, Career and Vocational Education	1
Ed 100.10a	Teaching and Learning in a Multicultural Society ( <i>Three-year Program only</i> )	1
Ed 211.11g	Teaching Methods and Curriculum for English ( <i>Three-year Program only</i> )	1
Ed 202a	Teaching Methods and Curriculum for Reading in General Education ( <i>Three-year Program only</i> )	1
Ed 202b	Teaching Methods and Curriculum for Reading in General Education ( <i>Three-year Program only</i> )	1
Ed 304a	Teaching Methods and Curriculum for Mathematics ( <i>Three-year Program only</i> )	1
Ed 304b	Teaching Methods and Curriculum for Science ( <i>Three-year Program only</i> )	1
Ed 218	Teaching Methods and Curriculum for Social Studies and History ( <i>Three-year Program only</i> )	1
	Current Cardiopulmonary Resuscitation (CPR) Verification	0
	Successful Completion of RICA	0

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## **SPECIAL EDUCATION COURSE DESCRIPTIONS**

### **PRE-SERVICE ORIENTATION**

**160 Hours 3-year program; 80 hours CENTSE**

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 222.1	Pre-Service Orientation	2

Interns are provided an overview of State guidelines, District Intern procedures, Los Angeles Unified School District instructional priorities, policies and procedures, and the critical skills necessary to effectively instruct students with mild/moderate/severe disabilities in a multilingual, multicultural, economically diverse urban school district. In addition, they learn school procedures and expectations, cultural sensitivity, educational theory and strategies including English Language Development theory, special education laws, Individualized Education Plan and Individualized Transition Plan requirements and procedures and specific characteristics related to students with mild/moderate/severe disabilities.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 222.2	Pre-Service Orientation	2

Interns are provided information on assessment, curriculum planning and instruction, collaboration and communication skills, use of technology in the classroom, movement, mobility and health needs of students with mild/moderate/severe disabilities who may be English learners. They learn curriculum requirements, instructional strategies, classroom management, and behavioral and emotional supports, development of social skills and life skills, for students with mild/moderate/severe disabilities.

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<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 409	Special Education Laws and Disabilities	1

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

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 321	Classroom Management, Instruction, and Positive Behavior Support	2

Interns learn practical strategies to promote positive student behavior in a special needs classroom and to assist with creating an effective environment that engages all learners, including English learners and students with autism. They learn to create physically safe learning environments, develop age appropriate practices and strategies, use rules, procedures, positive reinforcement and limit setting to support students with mild/moderate/severe disabilities. Interns learn strategies to increase student esteem, cooperation and collaboration in the classroom as well as instructional strategies for supporting positive behavior and the development of social competence through direct instruction of social skills. Regulations mandated by AB 2386 (Hughes Bill), how to develop a positive behavior support plan (BSP) and a functional behavior analysis (FBA) are studied.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 402.1b	Portfolio Construction and Reflection	3

Interns develop required portfolio tasks that document knowledge and application of the Teaching Performance Expectations (TPEs) and professional growth over time. They receive ongoing guidance and support from instructors and conduct self-assessments with the assistance of support providers. Interns present their portfolio tasks at a summative portfolio exit review at the end of the Preliminary Program.

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<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 514	Assessment, Instruction, Curriculum, and Program Evaluation	2

Interns learn about the practical theoretical aspects of assessment and measurement for general and special education settings. They focus on formal and informal measures as they relate to the development of curriculum and individualized instructional programs for individuals with mild/moderate disabilities. In addition, they will select, use and interpret results of formal/informal assessments.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 322	Assessment, IEP Goals and Instructional Planning for Students with Special Needs (M/S only)	1

Interns learn about the practical theoretical aspects of assessment and measurement for general and special education settings. They learn to use a variety of standardized and non-standardized assessment tools, techniques and processes that appropriate to the diverse needs of individual students. Interns focus on the interpretation of assessment data to the develop IEP goals, and to determine required instructional strategies, curricular content or adaptations, behavior supports and/or daily schedules necessary to facilitate skill acquisition and participation for each student.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 562	Strategies for Teaching English Learners with Disabilities (CENTSE only)	1

Interns increase knowledge, skills and abilities in English language development. They collect information about the school community, develop a school profile, analyze available data and interview school personnel. Interns increase their understanding of the state and federal mandates governing the instructional programs for English learners with disabilities and learn about support services and structures available at each school site that can enhance student performance. They learn contrastive analysis as a diagnostic tool to inform their instructional planning and analyze curriculum to assure that content is made accessible to all students.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 402c	Teaching Reading to Students with Disabilities	1

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

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Course Number	Course Title	Salary Points
ESEd 508	Teaching Reading and English Language Arts in Math, Science, and Social Studies	1

Interns deepen their knowledge of instructional strategies for teaching social studies, science, and mathematics content to students with special needs. Through an emphasis on techniques and strategies designed to assist students with special needs, access to grade-level content based on the state frameworks and content standards is met.

Course Number	Course Title	Salary Points
ESEd 325	Methods of Teaching Movement, Mobility and Specialized Health Care to Students with Moderate to Severe Disabilities (M/S only)	1

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

Course Number	Course Title	Salary Points
ESEd 425	Teaching Communication, Social and Interpersonal Skills to Students with Moderate to Severe Disabilities (M/S only)	1

Interns learn effective communication and social interaction skills to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes the assessment of verbal and nonverbal communication abilities. Interns learn to identify and utilize effective intervention techniques, working as a member of a trans-disciplinary team to develop social interaction skills, self-advocacy skills, a variety of augmentative communication strategies, and social skill instruction that expands social networks and friendships.

Course Number	Course Title	Salary Points
ESEd 406	Collaboration and Communication in Special Education	1

This course addresses issues and problems in collaboration and effective practices for consultation and communication. Interns develop the ability to collaborate and communicate effectively with students, parents/caregivers, school personnel, community agencies and other stake-holders to design and implement integrated services across the life span for all learners. Interns develop the ability to work with IEP teams to develop Individualized Education Plans and acquire skills necessary to plan, teach, adapt, modify and integrate the curriculum to meet the diverse learning needs of students with mild/moderate/severe disabilities who may be English learners.

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<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 510	Transition Planning, Career and Vocational Education	1

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

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ED100.10a	Teaching and Learning in a Multicultural Society (Three-year Program)	1

This course provides an intensive consideration of culture and cultural diversity aimed toward implementation of a culturally relevant and culturally responsive curriculum. The course provides participants a research-based framework for understanding the complex interactions among personal, social, political, and educational factors that explain the success or failure of students. The course is designed to help participants plan and implement culturally relevant and culturally responsive educational strategies that positively impact the learning of African Americans and all other students.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
Ed 211.11g	Teaching Methods and Curriculum for English Language Development (Three-year Program)	1

Interns learn pedagogical theories, and examine research, principles and instructional practices for English Language learners. They study California State and District formal and informal assessments, philosophy, design, goals, and characteristics of programs for English language development and learn to use ELD standards and assessment results to guide lesson planning, progress monitoring, and instructional strategies for English learners with special needs. Interns learn that ELD standards aligned with English Language Arts provide student access to English fluency. They plan content lessons using Specially Designed Academic Instruction in English (SDAIE) strategies appropriate to student's individual language production levels.



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Course Number	Course Title	Salary Points
Ed 202a	Teaching Methods and Curriculum for Reading in General Education (Three-year Program)	1

Interns review the theoretical framework of language acquisition and practical strategies to increase students' English language proficiency and literacy development. Interns learn to teach phonemic awareness, phonics and spelling, comprehension strategies and written language.

Course Number	Course Title	Salary Points
Ed 202b	Teaching Methods and Curriculum for Reading in General Education (Three-year Program)	1

Interns review the theoretical framework of language acquisition and practical strategies to increase students' English language proficiency and literacy development. They also learn to teach phonemic awareness, phonics and spelling, comprehension strategies and written language. Interns review English Language Development and preparation for the RICA.

Course Number	Course Title	Salary Points
Ed 304a	Teaching Methods and Curriculum for Mathematics (Three-year Program)	1

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

Course Number	Course Title	Salary Points
Ed 304b	Teaching Methods and Curriculum for Science (Three-year Program)	1

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

Course Number	Course Title	Salary Points
Ed 218	Teaching Methods and Curriculum for Social Studies and History (Three-year Program)	1

Interns study the California History and Social Science Framework as they address the major goals and concepts presented, grade level content standards, and how to implement this curriculum with students with mild/moderate/severe disabilities. They participate in an ethnic focus of study as they analyze the heritage of specific racial, ethnic, and cultural groups.

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Emphasis is given to Latino English Learners and African American Standard English Learners. Interns study instructional strategies designed to promote human relations, and accommodate linguistically diverse students, through the use of Specially Designed Academic Instruction in English (SDAIE), Academic English Mastery Program (AEMP), Proficiency Plus, and Culturally Relevant Responsive Education (CRRE) pedagogy and practices. Interns develop a unit of study that includes instructional strategies and student activities to celebrate the contribution of either the Latino or African American cultures.

<b>Course Number</b>	<b>Course Title</b>	<b>Salary Points</b>
ESEd 402.1a	Portfolio Construction and Reflection (Three-year Program)	3

Interns develop required portfolio tasks that document knowledge and application of the Teaching Performance Expectations (TPEs) and professional growth over time. They engage in field experience, supervised teaching practice in a Mild/moderate/severe special education classroom. Interns use interactive journaling, application of teaching knowledge, as well as field research activities specifically designed to increase interns' knowledge and sensitivity toward specific cultures found in a multicultural school district.