



Intern, Credentialing, and Added Authorization Program – **iCAAP**

Standards and Guidelines
Academic Year 2025–2026



LAUSD
UNIFIED



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



COMMITMENT TO STANDARDS AND GUIDELINES FOR THE iCAAP

I	General Requirements	3
II	Components of Program	5
III	Pre-Service Orientation	8
IV	iCAAP Intern Assignment(s)	9
V	Class Attendance, Salary Credit, and Other Requirements	11
VI	Professional Conduct	16
VII	Culmination	18
VIII	Termination	19
IX	Extensions	20
X	Conferral Dates for Credentials	21
XI	Procedure for Addressing Concerns	22
XII	Post Credential Service Requirement	23
	Acknowledgement of Commitment to Standards and Guidelines	24
	Addendum A – Norms for Synchronous Online Coursework	25
	Addendum B – Procedure for Complaint Resolution	26



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



I GENERAL REQUIREMENTS

A) Admission Requirements

- 1) Baccalaureate Degree from an accredited college or university
- 2) Meet CA Subject Matter Requirement
- 3) Meet CA U.S. Constitution Requirement
- 4) LAUSD full-time teaching eligibility
- 5) Selected for a full-time teaching position within LAUSD that matches the credential being earned.
- 6) Authorization to work in the U.S.
- 7) Successful completion of iCAAP Pre-Service Orientation

B) Pre-Service Orientation Attendance:

- 1) Intern 2-year program: Successful completion of a 140-hour Pre-Service Orientation and mandatory field experience is required prior to Intern Credential.
- 2) Credentialed Educators Now Teaching Special Education (CENTSE): Intern Candidates: Successful completion of a 70-hour Pre-Service Orientation is required prior to Intern Credential.

C) Program requirements must be completed at the end of each semester based on the Professional Development Plan (PDP) designed for your specific Program:

- 1) Multiple Subject
- 2) Single Subject
- 3) Education Specialist – Mild/Moderate Support Needs – MMSN, Extensive Support Needs – ESN
- 4) Education Specialist – CENTSE: MMSN, ESN
- 5) Education Specialist – Early Childhood Special Education

D) Successful performance at the school site as verified by the principal through the Affirmative Decision Process, each year and/or semester.

E) Successful passage of the appropriate California Performance Assessment based on credential program requirements by the end of the Teacher Preparation Program.

F) Program Participation



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



- 1) While enrolled in courses, the contracted Intern must be actively serving in the setting as the teacher of record as authorized by their Intern Credential.
- 2) iCAAP Interns may be recommended for only one (1) iCAAP Intern Credential. If an Intern chooses to change programs, the iCAAP Intern Credential will be terminated, and the Intern will need to enroll in a non-LAUSD credentialing program.
- 3) Upon completion of iCAAP in Multiple Subject or Single Subject and post-credential service requirement, if a graduate iCAAP Intern intends to pursue Special Education, the graduate Intern may apply, and if eligible, participate in the Education Specialist – CENTSE Program.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



II COMPONENTS OF PROGRAM

A) General Education

- 1) iCAAP is a two-year Preparation Program (Multiple or Single Subject) leading to a Preliminary Credential.
- 2) After successful completion of Preservice Orientation and meeting all other CTC and LAUSD requirements, a qualified intern, while teaching, will be on an intern certificate that will be valid for a period of two years. Reference: Education Code Section 44325 (b).
- 3) Two (2) full years of successful teaching in a General Education Program is required to be recommended for a Preliminary Credential (Early Completion Option excluded)
- 4) Courses – research-based, aligned to the CA Teacher Performance Expectations (TPEs)
- 5) Clinical Support and Fieldwork – focused on Intern self-reflection, includes a compilation of evidence indicating growth and development, includes collections of real-time video recordings of the classroom as well as coaching conversations.
- 6) Passage of both Cycles of the California Performance Assessment that is appropriate for the credential program in which the intern candidate is participating. Although not part of the iCAAP program, all iCAAP intern candidates must pass the appropriate California Performance Assessment in order to be recommended for a Preliminary Credential – support for this assessment is provided throughout the preliminary program.
- 7) CPR with Child, Infant, and Adult – although not part of the iCAAP program, all iCAAP intern candidates must have valid proof of CPR with Child, Infant and Adult in order to be recommended for a Preliminary Credential.
- 8) Upon completion of the Preparation Program and recommendation for the Preliminary Credential, iCAAP Interns will enroll in the Teacher Induction Program.
- 9) Two (2) additional years* of successful teaching in a General Education classroom and successful completion of an induction program is required to be recommended for a Clear Credential.

B) Special Education

- 1) The Education Specialist Program is a two-year Preparation Program leading to a Preliminary Credential.



Standards and Guidelines



- 2) After successful completion of Preservice Orientation and meeting all other CTC and LAUSD requirements, a qualified intern, while teaching, will be on an intern certificate that will be valid for a period of three years. Reference: Education Code Section 44325 (b).
 - 3) Two (2) full years of successful teaching in a mild/moderate, extensive support needs, or Early Childhood Special Education (Special Day Program or Resource Specialist Program) setting is required to be recommended for a Preliminary Credential.
 - 4) Courses – research-based, aligned to the CA Teacher Performance Expectations (TPEs)
 - 5) Clinical Support and Fieldwork – focused on Intern self-reflection, includes a compilation of evidence indicating growth and development, includes collections of real-time video recordings of the classroom as well as coaching conversations
 - 6) Passage of both Cycles of the California Performance Assessment that is appropriate for the credential program in which the intern candidate is participating. Although not part of the iCAAP program, all iCAAP intern candidates must pass the appropriate California Performance Assessment in order to be recommended for a Preliminary Credential – support for this assessment is provided throughout the preliminary program.
 - 7) CPR with Child, Infant, and Adult – although not part of the iCAAP program, all iCAAP intern candidates must have valid proof of CPR with Child, Infant and Adult in order to be recommended for a Preliminary Credential.
 - 8) Upon completion of the Preparation Program and recommendation for the Preliminary Credential, iCAAP Interns will enroll in the Teacher Induction Program.
 - 9) Two (2) additional years* of successful teaching in a mild/moderate, extensive support needs, or Early Childhood Special Education classroom and successful completion of an induction program is required to be recommended for a Clear Education Specialist Clear Credential.
- C) Credentialed Educators Now Teaching Special Education (CENTSE)
- 1) The Credentialed Educators Now Teaching Special Education (CENTSE) Program is a one-year Preparation Program leading to a Preliminary Credential
 - 2) After successful completion of Preservice Orientation and meeting all other CTC and LAUSD requirements, a qualified intern, while teaching, will be on an



Standards and Guidelines



- intern certificate that will be valid for a period of three years. Reference: Education Code Section 44325
- 3) One full year of successful teaching in a mild/moderate or extensive support needs (Special Day Program or Resource Specialist Program) setting is required to be recommended for a Preliminary Credential
 - 4) Courses – research-based, aligned to the CA Teacher Performance Expectations (TPEs)
 - 5) Clinical Support and Fieldwork – focused on Intern self-reflection, includes a compilation of evidence indicating growth and development, includes collections of real-time video recordings of the classroom as well as coaching conversations.
 - 6) Passage of both Cycles of the California Performance Assessment that is appropriate for the credential program in which the intern candidate is participating. Although not part of the iCAAP program, all iCAAP intern candidates must pass the appropriate California Performance Assessment in order to be recommended for a Preliminary Credential – support for this assessment is provided throughout the preliminary program.
 - 7) CPR with Child, Infant, and Adult – although not part of the iCAAP program, all iCAAP intern candidates must have valid proof of CPR with Child, Infant and Adult in order to be recommended for a Preliminary Credential.
 - 8) Upon completion of the Preparation Program and recommendation for the Preliminary Credential, iCAAP CENTSE Interns who do not have a K-12 clear credential will be enrolled in the Teacher Induction Program.
 - 9) Two (2) additional years* of successful teaching in a mild/moderate or extensive support needs classroom and successful completion of an induction program is required to be recommended for a Clear Education Specialist Clear Credential.
 - 10) NOTE: CENTSE Interns with a Clear K-12 General Education Credential will be recommended for a Clear Education Specialist Credential upon successful completion of Education Specialist preliminary credentialing requirements.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



III PRE-SERVICE ORIENTATION

- A) A candidate who has been approved by Certificated Recruitment, Selection, and Credential Services as an iCAAP Intern Candidate will be eligible to attend the mandatory 140-hour Pre-Service Orientation (70 hours for CENTSE) that includes:
- a) Includes human development,
 - b) Differentiated instruction for Special Education,
 - c) Emergent Bilingual Instruction
 - d) Classroom Organization and Management Protocol and
 - e) Reading instruction

A participant must complete the Pre-Service Orientation and complete all assignments in order to receive course credit and be eligible to continue to attend courses based on the Professional Development Plan.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



IV iCAAP INTERN ASSIGNMENT(S)

- A) Multiple Subject iCAAP Interns must accept an assignment in a self-contained K-6 classroom, or Middle School Core program.
 - a) Middle School Core consists of a two-period block in two (2) specific subjects: e.g. Math/Science or Social Studies/English, plus one (1) period of an elective, for a total of five (5) periods.
 - b) **It is strongly recommended that Multiple Subject Interns only accept positions at the elementary level while earning their credential.**
 - c) If intern candidates will be dually enrolled in a Bilingual Authorization program they must have a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced- Low for Western languages and ACTFL Intermediate-High for non-Western languages.
- B) Education Specialist iCAAP Interns (including CENTSE iCAAP Interns) working towards an MMSN Credential must accept an assignment in an Elementary, Middle, or High School program (K-12) for students with mild/moderate support needs (e.g. SLD, IDM, ED)
- C) Education Specialist iCAAP Interns (including CENTSE iCAAP Interns) working towards an ESN Credential must accept an assignment in an Elementary, Middle, or High School program (K-12+) for students with extensive support needs (e.g. IDS, MDS, ED).
- D) Early Childhood Special Education Interns must accept an assignment in a program serving birth to K (e.g. PALS, PSC, PCC, UTK).
- E) Secondary Single Subject iCAAP Interns must accept an assignment in the appropriate subject field of their credential authorization in a Middle School or High School.
- F) **While serving as an iCAAP Intern, it is highly recommended the iCAAP Intern not accept any after-school activity or adjunct assignment. Should an Intern choose to do otherwise, it will not excuse the Intern from meeting any Program requirements in a timely manner.**



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



- G) **iCAAP Interns must inform iCAAP Staff at iCAAP@lausd.net in addition to Program Advisor when there is a change in their teaching assignment.**
- H) **Teaching Interns shall not displace certificated or classified employees of LEA.**



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



V CLASS ATTENDANCE, SALARY CREDIT, AND OTHER REQUIREMENTS

- A) iCAAP Interns must attend all course sessions. Outside study and preparation shall equal two (2) hours for each course instructional hour.
- B) Salary point credit shall be allowed on the basis of one (1) point for a minimum of 15 hours of satisfactory participation in the class and 30 hours of appropriate outside assignments
- C) Salary Point credit may be earned when all assignments and course requirements are met.
- D) An evaluation of Proficient (3) or Advanced (4) can only be earned when all coursework assignments are completed successfully based on the scoring rubric by the due date.
- E) All written work submitted within this program must adhere to the most current edition of the Publication Manual of the American Psychological Association (APA). This includes, but is not limited to, formatting of in-text citations, reference lists, headings, tables and figures, and overall paper structure. It is the responsibility of each candidate to stay informed of any updates to APA style and apply them consistently in all assignments, projects, and formal submissions.
- F) Interns must submit all assignments by the **due dates**.
- G) Should a course need to be repeated and documented significant extenuating circumstances do not exist, **a fee may be involved (\$450) payable to iCAAP**.
 - a) Incomplete Assignment:
 - (1) Assignment submitted is assessed below standard, and/or
 - (2) There are absences not made up, and/or
 - (3) There are assignments not submitted.
 - (4) Assignments may be resubmitted no more than one time; All resubmission request decisions are made at the discretion of the iCAAP Staff, Instructional Faculty and/or Instructional Faculty Lead Mentor.



Standards and Guidelines



- b) Incomplete Course:
 - (1) Assignment submitted is assessed below standard, and/or
 - (2) Intern missed 50% or more of a course.
 - (3) There are absences not made up, and/or
 - (4) There are absences that have not been cleared through appropriate documentation.
 - (5) Course assignments have not been submitted.

- H) To be recommended for the Credential, all coursework must be completed at a Proficient level. District/UTLA Collective Bargaining Agreement, Article XV, Section 16.0 and Section 17.0.

- I) Interns requesting to dispute a grade should utilize the Advisement Support chart in Section X.

- J) Clinical Support and Fieldwork
 - a) There is one (1) comprehensive clinical support evaluation for General Education and Education Specialist iCAAP Interns, including full and successful participation in the Clinical Support and Fieldwork course,
 - b) Exit Interview and the Symposium.
 - c) All work assigned for the Clinical Support and Fieldwork course should be saved, along with Instructional Faculty feedback, rubrics, etc.
 - d) An opportunity to achieve a passing grade is offered when Interns have demonstrated a clear and consistent commitment by:
 - (1) Attendance and on time assignment completion, Utilization of feedback and suggestions from iCAAP Intern staff, and Lead Mentors,
 - (2) Taking initiative to find and use available resources and opportunities to grow in knowledge and practice, Timely documentation of monthly support logs,
 - (3) Successful completion of the Individual Development Plan (IDP), and
 - (4) Successful completion of the Exit Interview.
 - e) To fulfill the Professional Development Plan (PDP), iCAAP Interns must complete and earn credit with a summative evaluation grade of "Proficient" (3) or "Advanced" (4) in all courses as outlined in the PDP.

- K) iCAAP Interns are placed in Jeopardy Status when they have not fulfilled the requirements of the iCAAP Intern Professional Development Plan. Jeopardy



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



Status is an iCAAP Intern Program participation status indicating that the iCAAP Intern is in serious danger of being recommended for termination from the Program and/or District employment via letter to the Intern and the Intern's principal. Interns in Jeopardy Status will be monitored and advised by the iCAAP staff. Please be sure to communicate any difficulties you are having with the iCAAP team for support to prevent being in Jeopardy Status.

L) Session Make-Up Guidelines and Policy.

- a) The guidelines and policy as outlined below include make-up assignments for both tardiness and absences. Each make-up assignment is aligned to the Program and should reflect the duration of the time missed. All make-up assignments must be completed by the designated due date.
- b) If an ICAAP Intern misses 50% or more of any course, they will have to repeat the course. The course will be repeated once it is scheduled by iCAAP Staff.
 - (1) The Intern can decide to take a like-content University course that is pre-approved by the iCAAP staff at their own expense.
 - ICAAP Interns must supply the course description provided by the Institution for approval prior to enrolling in the course. If an ICAAP Intern takes a university course to make up an iCAAP course, they will have one (1) semester to complete the necessary coursework and submit their sealed official transcript to iCAAP. If the Intern does not fulfill this requirement, they will be placed in Jeopardy Status and monitored accordingly.
- c) Should a course need to be repeated and documented significant extenuating circumstances do not exist, a fee may be involved (\$450 per course) payable to iCAAP.

M) iCAAP Intern attendance (including tardiness), course completion, and grades are monitored by iCAAP Staff. iCAAP Interns are to report reasons for absence or missing assignments to iCAAP staff within one (1) day of the absence via email. If circumstances arise that may interfere with timely and complete participation in the Program the ICAAP Intern must report this information to the Program within one (1) week via email.

N) Leave of Absence(s)



Standards and Guidelines



- a) Circumstances that may interfere with timely and complete participation in the Program include maternity, paternity, medical/psychological, military, or family emergencies.
 - (i) Interns must notify iCAAP Staff by email when they go on leave. The email must include Full Name, Employee Number, Starting Date of Leave and Potential Date of Return (if known).
- O) If you are ineligible to report for duty at your school site, you are not eligible to attend iCAAP courses or complete coursework. The attendance policy will remain in effect as stated in Section V, Part F Paragraph A and B.
- P) While enrolled in courses, the contracted Intern must be actively serving as teacher of record in the setting as designated by their Intern Credential. The ICAAP Intern must immediately provide written documentation via email of the circumstances that may interfere with timely and complete participation of meeting any requirement of the Program. Timely is defined as within one week of the onset of the interfering circumstance.
- Q) While interfering circumstances do not excuse ICAAP Interns from meeting requirements, it may become the basis for the opportunity to repeat a course without a fee and/or it may become the basis of an approved Program extension. NOTE: Program extensions are contingent upon the time limits of the Intern Credential per the Commission on Teacher Credentialing.
- R) The only excused absence(s) from class hours permitted is for Open House, Back-to-School Night, and Parent Conference Night (PHBAO, or Predominantly Hispanic, Black, Asian, or Other Non-Anglo, schools) held during ICAAP Intern Program class hours. Verification of attendance at the event and completed coursework is required to clear the absence.
 - a) An excused absence such as those listed above, only excuse the make-up work assignment requirement. These absences are still counted towards your "in-class" time and will also be factored in if you miss 50% or more of a class. (*Reference Section V, Part M, Paragraph b*)
- S) iCAAP Intern Program Staff members are prepared to provide school level feedback and assistance to help Interns improve their instructional competencies. iCAAP Interns are to report any communications that indicate a



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



less than satisfactory teaching performance evaluation (e.g. conference memo, observation notes, formal evaluations, or other written documents) to the iCAAP Program Advisor immediately.

- T) iCAAP Interns are to report any address/phone changes, teaching assignment changes, and other pertinent information to ICAAP Intern Program Staff at iCAAP@lausd.net and update information within the LAUSD database <http://ess.lausd.net/>
- U) ICAAP Interns are required to utilize their LAUSD email account. Email accounts can be accessed from home, school, or wherever there is internet access. Interns should check their email at least weekly, and just prior to any Program session or event. Online courses, e-notices, important communications, and other electronic Program business cannot be managed without the use of LAUSD email accounts. ICAAP Interns who fail to regularly check and utilize their LAUSD email accounts will miss key information and are unexcused for resulting substandard performance.
- V) ICAAP Interns are expected to bring a well-functioning Wifi-enabled laptop (with the typical word processing, spreadsheet, and presentation software) to all courses. A flash drive, tablet, smartphone, digital camera, and/or printer may also be useful during the Program. Failure to secure access to these tools may preclude Interns from timely and complete participation in the Program.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



VI PROFESSIONAL CONDUCT

iCAAP Interns are expected to conduct themselves in a professional manner throughout the Program. Failure to meet professional conduct requirements may result in disciplinary action. Each iCAAP Intern will demonstrate:

- A) Positive rapport with and respect for Human Resources staff, iCAAP Intern Program staff, Instructional Faculty, Mentors, Instructional Support Coaches, and fellow cohort members.
- B) Caring for and providing learning experiences for a culturally relevant learning program.
- C) Flexibility and acceptance of change: An ability to fully participate in the Program with an open mind and to practice effective human relation skills, including appropriate conflict resolution skills.
- D) An understanding of, and adherence to, the instructional requirements, rules, policies, and procedures of the Program;
 - a) Professional attire and grooming.
 - b) Respect for the District, school, and extended school community; and
- E) iCAAP has a zero-tolerance policy for plagiarism. Remember to reference any ideas, words, or work by another person.
 - a) All assignments should be your own original work, created specifically for each course.
 - b) Plagiarism includes:
 - (1) knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work;
 - (2) representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.
 - c) Artificial Intelligence and Plagiarism
 - (1) Artificial intelligence (AI), chatbots, and the writing of entire essays or articles is a growing concern. It may seem tempting to use AI this way, but it is considered plagiarism.
 - (2) It is important to note that tools that check your writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



that write entire papers. The key difference is that it is your own original writing that is being scanned for possible mistakes versus AI that does all the writing for you.

- (3) Also, keep in mind that tools are available that can determine the level to which a paper has been generated using Artificial Intelligence (AI). Examples include, [GPTZero](#) and [Copyleaks](#). As AI evolves, these anti-plagiarism tools are also being upgraded to ensure that plagiarism can be detected.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



VII CULMINATION

Participation in culmination Symposium activities for all Preparation Programs is **mandatory**.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



VIII TERMINATION

Any iCAAP Intern who is not endorsed for continuing employment by their principal will be terminated from iCAAP. Any iCAAP Intern who has not fulfilled the iCAAP Intern Professional Development Plan requirements each semester will be terminated from iCAAP. **Any iCAAP Intern who is terminated from iCAAP will not be recommended for their Preliminary Credential. Upon official separation from LAUSD for any reason, the iCAAP intern document will be deemed no longer valid with the CTC.**



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



IX EXTENSIONS

- A) Program extensions may be granted to iCAAP Interns on an approved illness/maternity/military leave if they were successful during their service at their school site and, prior to the illness/maternity/military interruption, were in good standing with the Program. Extensions allow Interns to serve an additional year of service as an iCAAP Intern. Interns must provide sufficient supporting documentation of their leave. All extensions are subject to the approval of LAUSD Human Resources and the California Commission on Teacher Credentialing. **Pursuant to Education Code Sections 44325(b) and 44328, employees may receive a one-year extension at the conclusion of their program.**
- B) iCAAP Interns must be able to provide evidence of having attempted/passed both cycles of the Teacher Performance Assessment (CalTPA/Ed Spec CalTPA) in order to be considered for the 1-year extension to their intern document.
- C) Should an iCAAP intern not complete their program within the designated timeline of two years (or one year if CENTSE) it is incumbent upon the intern to alert iCAAP staff once all preliminary requirements have been met.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



X CONFERRAL OF CREDENTIALS

As part of iCAAP commitment to academic integrity and timely recognition of candidate achievement, conferral of program completion occurs on a scheduled basis throughout the academic year. Conferral dates are held on the second Sunday of the following months: January, June, July, August, and December.

In order to be eligible for conferral, all program requirements, including coursework, fieldwork, documentation, and any outstanding assessments (as appropriate), must be completed and submitted no later than the Friday immediately preceding the scheduled conferral date.

Candidates who do not meet this deadline will be considered for the next available conferral cycle. iCAAP encourages all candidates to work closely with their Program Advisers to ensure timely completion of all requirements in advance of their desired conferral date.

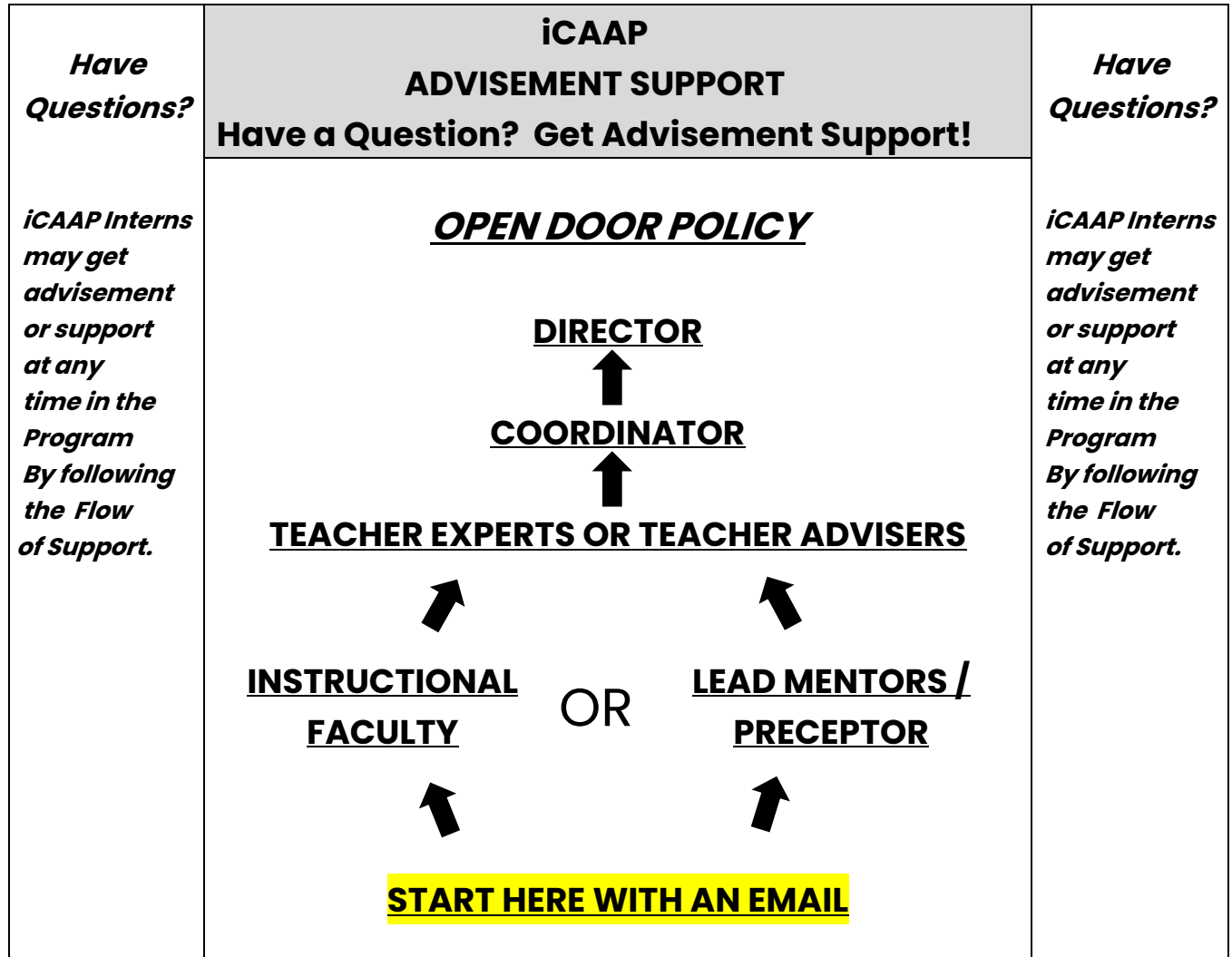


Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



XI PROCEDURE FOR ADDRESSING CONCERNS

iCAAP Interns should address any concerns, issues, and situations to the appropriate person. After communication with appropriate support staff, ICAAP Interns may seek further advisement as described in the Open Door Policy.





Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



XII POST CREDENTIAL SERVICE REQUIREMENT

- A) iCAAP Interns in the General Education Programs, who complete the Preparation Program and who are recommended for the Preliminary Credential, must serve as teachers in an LAUSD General Education setting in the area of the preparation program for two **(2) additional years** after receiving their Preliminary Credential.

- B) Education Specialist iCAAP Interns (including CENTSE), who complete the Preliminary Program and who are recommended for the Preliminary or Clear Credential, must serve as teachers in an LAUSD Special Education setting in the area of the Preliminary Program (MMSN, ESN, or ECSE) for **two (2) additional years** after receiving their Preliminary or Clear Credential.

- C) An employee who fails to complete the required post-credential service must reimburse the District's cost of the program tuition of **\$6,800 per year**, with payment in full to be received by the District within one (1) calendar year. Preliminary 2-year program participants will repay the program a total of \$13,600. ECO participants who complete in 1 year will repay the program a total of \$6,800. CENTSE participants who complete in one year will repay the program a total of \$6,800.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



**ACKNOWLEDGEMENT OF COMMITMENT TO STANDARDS AND GUIDELINES
FOR iCAAP**

I, the undersigned, hereby acknowledge that I have read and agree to comply with the Standards and Guidelines for iCAAP. iCAAP Interns must fulfill the following requirements before they can be recommended for a Preliminary California Credential and/or a Clear California Credential. Please initial each numbered component.

1. _____ Completion of the iCAAP Intern Professional Development Plan for their specific program.
2. _____ Any iCAAP Intern who is terminated from iCAAP and/or LAUSD **will not** be recommended for their Preliminary Credential. (SECTION VIII)
3. _____ iCAAP Interns must submit all assignments by the **due dates**. Should a course need to be repeated due to incomplete assignments or attendance and documented significant extenuating circumstances do not exist, **a fee may be involved (\$450) payable to iCAAP**. (SECTION V)
4. _____ Successful passage of the appropriate California Performance Assessment that is appropriate for the credential area of participation by the end of the Teacher Preparation Program.
6. _____ Acknowledgement of iCAAP Post-Credential Service Requirement (Section XI).
7. _____ Acknowledgement of the iCAAP Professional Conduct Standards (Section VI). I understand that all work submitted for my courses and clinical support **MUST** be my own, original work created specifically for each course I am enrolled in.
8. _____ Acknowledgement of the iCAAP Norms for the synchronous online coursework (Addendum A).
9. _____ Completion of and certification in Infant, Child, and Adult Cardiopulmonary Resuscitation (CPR) **presented during time of application** for a Preliminary or Clear (if CENTSE) Credential.

NAME: _____
(Please Print) LAST NAME FIRST NAME MIDDLE INITIAL

EMPLOYEE NUMBER: ____ _

LAST 4 OF SSN: ____ _

SIGNATURE: _____ DATE SIGNED: _____

Upload the ACKNOWLEDGEMENT OF COMMITMENT TO STANDARDS AND GUIDELINES FOR iCAAP to LiveText by the last day of the Preservice Orientation program.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



Addendum A

Norms for Synchronous Online Coursework (Participants)

- 1) **Video and Audio must ALWAYS be enabled, and face must be displayed on video screen.**
- 2) **Must be in a safe secure location.**
 - a) Participants cannot be driving, running errands, exercising, cooking, etc.
 - b) This includes being a passenger in a car; not acceptable.
 - c) If you are found to be driving:
 - i) You will have 1 verbal warning.
 - ii) If verbal warning is ignored, you will be removed from class and iCAAP staff will be notified.
- 3) **First AND Last Name must be displayed on your Zoom screen.**
 - a) No nicknames or email addresses
- 4) **Mute your microphone.**
 - a) To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- 5) **Be mindful of background noise.**
 - a) When your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers.
- 6) **Position your camera properly.**
 - a) If you choose to use a web camera, be sure it is in a stable position and focused at eye level, if possible. Doing so helps create a more direct sense of engagement with other participants.
- 7) **Limit distractions**
 - a) You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.
- 8) **Avoid multi-tasking.**
 - a) You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting and wait to work on that PowerPoint presentation until after the meeting ends.
- 9) **Prepare materials in advance.**
 - a) If you will be sharing content during the meeting, make sure you have the files and/or links ready to go before the meeting begins.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



Addendum B

Procedures for Complaint Resolution

Procedures for Mentor/Preceptor and Mentee Mismatch Resolution

iCAAP aims to ensure successful Mentor/Preceptor-mentee matches for Candidates at the start of their Clinical Support and Fieldwork and/or Induction Program. Most candidates establish a positive and reliable relationship with their Mentor/Preceptor. However, in some cases, a mismatch can occur between a Mentor/Preceptor and their mentee, although this is uncommon.

There may be a mismatch between a Mentee and Mentor/Preceptor if:

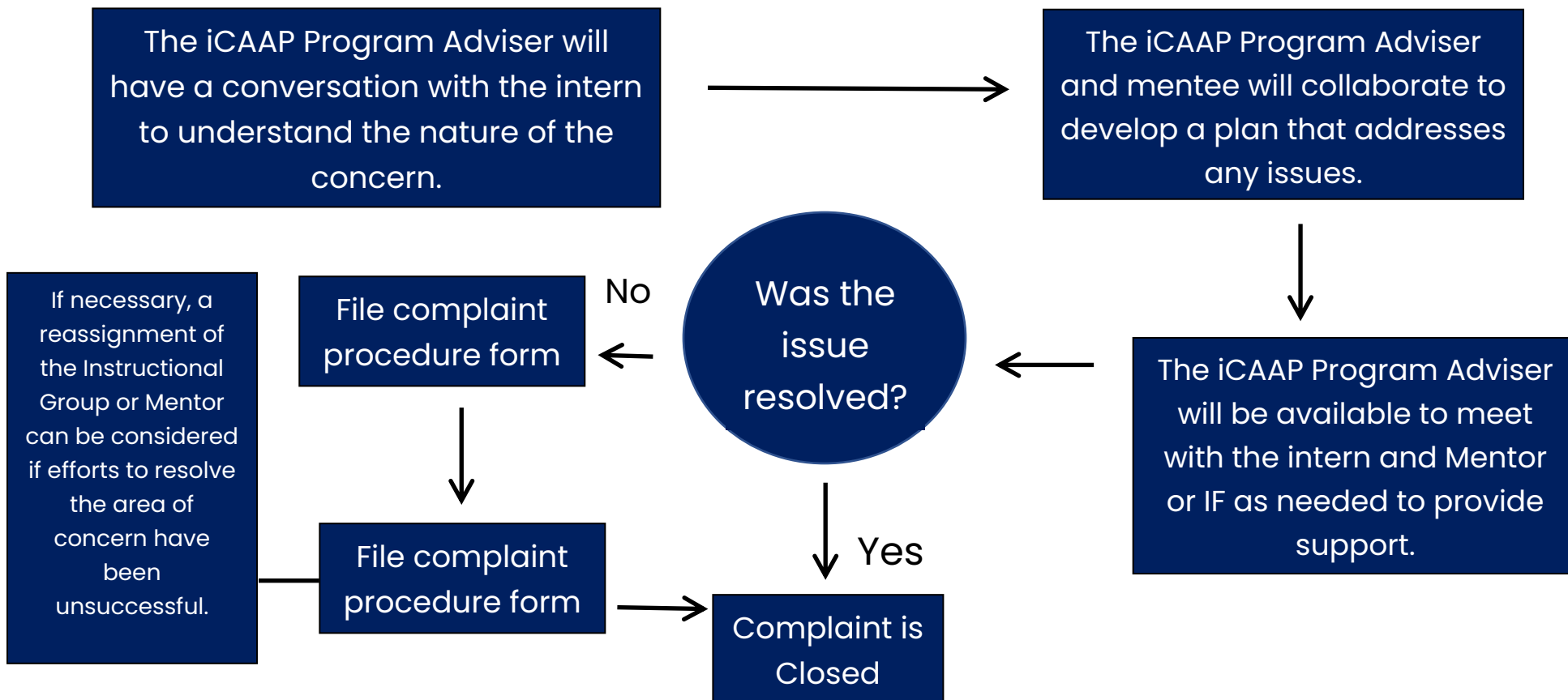
1. *Personality differences:* Mentors/Preceptors and mentees may have different communication styles, work habits, or ways of approaching problem-solving, which can create tension or frustration.
2. *Expectation mismatches:* Mentees may have different expectations than their Mentor/Preceptor about the goals or outcomes of the mentoring relationship, which can lead to misunderstandings or conflict.
3. *Skill level disparities:* Mentees may have different levels of experience or expertise in their field than their Mentor/Preceptor, which can create challenges in providing appropriate guidance and support.
4. *Cultural or demographic differences:* Mentors/Preceptors and mentees may come from different backgrounds or have different cultural or demographic identities, which can lead to misunderstandings or challenges in building rapport.

The following outline is the process that iCAAP will follow regarding potential Mentor/Preceptor Reassignment/Complaint Resolution.

- The iCAAP Clinical Support and Fieldwork/Induction Adviser will have a conversation with the mentee to understand the nature of the concern.
- The iCAAP Clinical Support and Fieldwork/Induction Adviser, mentee, and Mentor/Preceptor will collaborate to develop a plan that addresses any issues.
- The iCAAP Clinical Support and Fieldwork/Induction Adviser will be available to meet with the mentee and Mentor/Preceptor as needed to provide support.
- If necessary, a reassignment of the Mentor/Preceptor can be considered if efforts to resolve the area of concern have been unsuccessful.



iCAAP Complaint Resolution Procedure





Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



Procedure for appealing assignment or course grade:

A written request for a grade appeal should be a formal document that clearly outlines the reasons for the appeal and provides any supporting evidence or documentation. The request should be written in a professional and respectful tone, and should include the following information:

1. Your name, LAUSD Employee ID number, and contact information.
2. The course name, section number, and the semester in which the course was taken.
3. The specific assignment or exam that you are appealing the grade for.
4. The reason for the appeal, including any evidence or documentation that supports your claim.
5. The specific outcome you are seeking (e.g. a change in the grade or a reevaluation of the assignment).
6. Any relevant deadlines or timelines for the appeal process.

Complete the template on the next page and submit it via email to the iCAAP Director.

Steps for determining the need for and beginning a formal assignment or grade appeal:

1. *Review the program's Standards & Guidelines:* Before initiating an appeal, interns should review the program's Standards & Guidelines regarding grade appeals to ensure that they understand the process.
2. *Meet with the instructor:* Interns should first meet with the instructor to discuss their concerns about the grade and attempt to resolve the issue informally. During this meeting, the intern should provide any evidence or documentation that supports their appeal.
3. *Submit a formal appeal:* If the intern is unable to resolve the issue with the instructor, they may need to submit a formal appeal to the program director. This appeal should be in writing and include a detailed explanation of the reasons for the appeal, any supporting evidence or documentation, and the specific outcome being sought.
4. *Review of the appeal:* The program director will convene an appeal committee. The director and committee will review the intern's appeal and may request additional information or documentation. The instructor may also be asked to provide a response to the appeal.
5. *Appeal decision:* Once the review process is complete, the program director or designated appeal committee will make a decision on the appeal. The intern will be notified of the decision by email.

Appeal review process and decision will take 4 weeks from receipt of formal appeal.



Human Resources Division
iCAAP
Intern, Credentialing, and Added Authorization Program
Standards and Guidelines



Date: [Date of Email]

Full Name:

Employee Number:

LAUSD email:

Credential Program:

Contact Phone Number:

Dear [Program Director],

I am writing to appeal the grade I received for [Course Name and Section Number] during the [Semester]. Specifically, I am appealing the grade I received on [Assignment or Exam Name], which I believe was unfairly graded.

[Provide a detailed explanation of why you believe the grade was unfair. This might include referencing specific aspects of the assignment or exam that you feel were graded incorrectly, or providing evidence of how you met the criteria that was not reflected in the grade you received.]

Based on the above, I respectfully request that my grade for [Assignment or Exam Name] be changed to reflect my true level of understanding and effort. I am happy to provide any additional evidence or documentation to support my claim.

Thank you for your attention to this matter. Please let me know what additional information or documentation is required to move forward with this appeal.

Sincerely,
[Your Name]