

Initial Program Review:
Preliminary PK-3 ECE Specialist Instruction Credential Program Standards

Preliminary PK-3 ECE Specialist Instruction Credential Program Standards	
Program Standard	Response and Supporting Documentation
Standard 1: Program Design and Curriculum	
<p>The program is designed to address the range of candidate performance expectations so that early childhood teachers will develop the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families.</p>	<p>The Center for Teacher Preparation (CTP) Intern Program enables experienced State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree, to earn a Preliminary PK-3 Credential through an alternative certificate pathway allowing individuals to teach full-time while developing the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. The Candidates will be able to teach in their own classroom while earning their preliminary teaching credential. Candidates earn full-time salaries as teachers in a TK through grade 3 General Education classrooms while pursuing their Preliminary PK-3 Credential. The Program is designed to prepare candidates to teach and provide services to students from TK through third grade and reflects the full range of service delivery options and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential.</p> <p>The PK-3 intern program is developed with the frameworks for early childhood education grades PK-3 (i.e., with California's K-3 Student Content Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework in the core curriculum areas for grades PK-3). The PK-3 program additionally includes general pedagogical strategies for PK-3 children, including classroom management and planning as well as, subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.</p> <p>The three major principles of Universal Design for Learning (UDL) are also introduced, promoted, and reinforced in each course to meet the needs of the full range of students in the specific areas authorized by the credential. Multiple</p>

	<p>Means of Engagement, Multiple Means of Representation, and Multiple Means of Action & Expression are incorporated into lesson plans and course delivery for interns.</p>
<p>Coursework and fieldwork/clinical practice experiences provide candidates with opportunities to practice competencies relating to the care and education of young children preschool to grade 3.</p>	<p>The PK-3 ECE Specialist Instruction credential Intern program includes 120 hours of preservice components which includes foundational content in the coursework, from the State adopted student content standards. The PK-3 intern program is developed with the frameworks for early childhood education grades PK-3 (i.e., with California's K-3 Student Content Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework in the core curriculum areas for grades PK-3). The PK-3 program additionally includes general pedagogical strategies for PK-3 children, including classroom management and planning as well as, subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings. The Center for Teacher Preparation (CTP) Intern Program enables experienced State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree, to earn a Preliminary PK-3 Credential through an alternative certificate pathway allowing individuals to teach full-time while developing the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. An overall program component is incorporating developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3 and instruction in English Language Development for multilingual and English learner students. Furthermore, the program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other support for learning and access for all young children through coursework and clinical practice in grades Pk-3. To further the experience and understanding of the PK-3 intern, the program incorporates opportunities for participants to both observe and teach in grades 1-3 honing the experience and exposure interns have to implementing curriculum throughout the diverse learning components required PK-3. Additionally, all curriculum will incorporate learning milestones and goals for all students PK-3, including children who have diverse needs including but not limited to advanced learners.</p>

<p>Candidate preparation is grounded in a clearly articulated evidence-based theoretical framework of developmentally, linguistically, and culturally responsive teaching and learning practices for the care and education of young children.</p>	<p>The mission for the school of education is to provide comprehensive educational development through access to data-driven, flexible, preparation pathways by promoting equity, educator excellence, student learning, and well-being.</p> <p>RCOE programs of professional preparation, intern, induction and administrative are coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of today's technologically innovative and diverse school settings.</p> <p>The Center for Teacher Preparation (CTP) Intern Program enables experienced State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree, to earn a Preliminary PK-3 Credential through an alternative certificate pathway allowing individuals to teach full-time while developing the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. Candidates earn full-time salaries as teachers in General Education classrooms while pursuing their Preliminary PK-3 Credential. The Program is designed to prepare candidates to teach and provide services to students from TK through third grade and reflects the full range of service delivery options and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential.</p> <p>CTP engaged in an extensive study of current research to determine priority factors that directly impact both beginning teacher effectiveness as well as retention rates. Current research provides evidence that new teachers are far more likely to leave the profession than seasoned teachers. In addition, teachers in an intern program, particularly in Education Specialist settings, are at an even greater risk. CTP has designed the program around four, research-based components that affect beginning teacher success rates and teacher retention: beginning teacher support, emotional intelligence, working conditions, and the stages of teacher mastery. Additionally, Classroom Observation Scoring System (CLASS) PK-3 for mentors and field service supervisors provides reliable, valid, and research based feedback to support the cycle of teacher improvement. All components of CTP's PK-3 Intern Program directly connect to these four</p>

	<p>research-based components of what beginning teachers must have to increase the likelihood of remaining in the profession long-term and, thus, becoming masters of the field.</p>
<p>The program also includes preparation for collaborating effectively with families to support their children's development and learning. These research and evidence-based theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates.</p>	<p>The program also includes preparation for collaborating effectively with families to support their children's development and learning.</p> <p>The program's research and evidence-based theoretical foundation is reflected in the organization, scope and sequence of the curriculum provided to Interns. The four research-based components are aligned and embedded within the scope and sequence of the curriculum and program provided to Interns.</p> <p>The organization, scope and sequence of the curriculum provided to Interns for the RCOE PK-3 Intern Program is designed to effectively prepare Interns to teach in California's diverse schools. The PK-3 Intern Program has an organizational structure that forms logical sequence between the instructional components with the two year program (see cumulative sequence) and field work that provide for coordinations of the components of the program. The program is designed so Interns are receiving core knowledge and skills from well qualified instructors, current practitioners in the field, and providers of the services. This approach is designed to meet Interns needs and ensure they can be successful in meeting the needs of their students. In addition to the coursework, the Intern Program will host monthly expertise meetings to support interns in each course.</p> <p>In doing so, we chose to adopt a semester-long 2.0 unit course (with the exception of the TPA Seminar Courses at 1.0 unit course) for a total of four semesters, creating a 2 year Intern Program that includes core skills and knowledge essential to Interns in a teacher preparation program. Within each course are specific modules as, which focus on discrete knowledge, pedagogy, and skills for PK-3 Interns. Courses will take place in an online delivery format. The length of the program supports the requirements needed for practicum hours and observations throughout the entirety of the 2 year program.</p> <p>Our program model allows instructors to work within each semester, introducing</p>

	<p>topics and skills as needed. The effectiveness of our program is threefold: 1) pacing knowledge and skills as needed by Interns, 2) including this knowledge and skills to be delivered in a one semester program, so instructors can differentiate the curriculum to meet the immediate needs of Interns, while at the same time meeting the requirements of the program and successfully addressing the TPEs, 3) all Interns will have a Field Supervisor and a Site/District Mentor that they are required to meet with weekly in order to implement the pedagogy and practices learned in the program.</p>
<p>In order to prepare candidates to effectively teach all PK-3 California public school students, the program's curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally responsive pedagogy for young children in the content areas identified in the California's K-3 Student Content Standards and Frameworks and the Preschool Learning Foundation and the Curriculum Framework.</p>	<p>The course sequence for the PK-3 Intern program outlines the program and courses that Interns are required to take to effectively teach all California public school students. Each Intern will be enrolled in their 2.0 unit Core class (with the exception of the TPA Seminar Courses at 1.0 unit course) as well as a 2 unit Field Supervisor class, as detailed in the program course sequence. All Interns will be receiving core instruction AND support by a Practicum Supervisor and a Site/District Mentor, while working in the K-6 general education environment.</p> <p>The list below identifies which courses and modules cover key elements in Program Standard 1. Specific knowledge, concepts, and skills are elaborated on in the PK-3 TPE Matrix:</p> <p>Child and Adolescent Growth and Development</p> <ul style="list-style-type: none"> • EDU 210 Approaches to Curriculum and Assessment • EDU 210 Approaches to Curriculum and Assessment Part Two • EDU 230 Examining Children's Literacy Development <p>Implications of Neurodiversity</p> <ul style="list-style-type: none"> • EDU 210 Approaches to Curriculum and Assessment Part Two • EDU 230 Cracking the Alphabetic Code • EDU 230 Cracking the Alphabetic Code <p>Human Learning Theory</p> <ul style="list-style-type: none"> • EDU 210 The Teaching Profession/Philosophy and Its Impact on the Schools • EDU 220 Planning for the Whole Child • EDU 220 Building a Community of Learners

	<p>Social, Cultural, Philosophical, and Historical Foundations of Education</p> <ul style="list-style-type: none"> • EDU 210 Historical Foundations and Quality Standards in Childhood Education • EDU 210 Approaches to Curriculum and Assessment <p>Culturally Responsive Pedagogy</p> <ul style="list-style-type: none"> • EDU 210 Schooling in a Diverse and Multicultural Society • EDU 220 Creating a Safe and Efficient Classroom • EDU 230 Cracking the Alphabetic Code
<p>The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.</p>	<p>The RCOE PK-3 ECE Intern Program Director 1 is responsible for the final recommendations of Interns to receive their PK-3 Credential. The Director will examine course grades that reflect performance on Student Learning Outcomes, all strongly aligned to the TPEs, as well as the Intern TPE Self-Assessment. At the beginning of each semester, Interns will have a Triad meeting with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth. The purpose of the triad meeting is to broaden the intern's perspectives, consider strengths as well as opportunities for continual growth, and support their attainment of goals. It is during this process and soon after, where interns will complete their self-assessment and add it to their e-portfolio that Interns will create at the beginning of the Intern Program. During Practicum Hours, Interns will receive support in developing and growing within the goals Interns have set for themselves. It is through their formal observations and course work that Practicum Supervisors, Instructors, and Site Mentors will provide formative information to Interns regarding their progress towards the credential.</p> <p>During the Fourth Triad Meeting, Interns will discuss strengths and areas of growth via an Individualized Development Plan (IDP). Interns use an Individual Development Plan as an assessment tool from the teacher preparation program to an induction program to highlight TPE strengths and TPE areas of professional growth.</p> <p>Lastly, Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered</p>

	<p>around the PK-3 TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post conference, Interns will also bring their Post Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p> <p>In addition, Interns will be assessed on their understanding and application of the TPEs through the CalTPA. Interns receive feedback on their assessed CalTPA from their rubric scores.</p> <p>RCOE's Intern assessment system, in tandem with their school site's assessment system, and that of the TPA, will allow Interns to be successful in the program.</p>
<p>Standard 2: Preparing Candidates toward Mastery of the <i>PK-3 ECE Specialist Teaching Performance Expectations (PK-3 ECE TPEs)</i></p>	
<p>*For Initial Program Review the submission must also include the TPE matrix and a review of the full language of the TPEs and the Subject Specific Pedagogical Skills for the appropriate content area(s)</p>	
<p>The PK-3 ECE Specialist Teaching Performance Expectations describe the set of the professional, skills, and abilities expected of a beginning level PK-3 ECE Specialist practitioner in order to effectively support the growth, development, and learning of all PK-3 students in meeting the state-adopted standards and to work</p>	<p>Interns are introduced to the California Teaching Performance Expectations (TPEs), which provide the guide for teacher expectations. This is explored across the arc of the program. For example, in Pre-Service, Interns focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English language learners. Interns also examine the professional, legal, and ethical obligations of being an educator. Pre-Service is where students will be introduced to and engage with the TPEs.</p>

<p>collaboratively with families to support children's learning.</p>	<p>During the Intern Program, Interns will engage with the TPEs in several ways. First, each course has identified which TPEs will be covered. Furthermore, the TPEs are attached to specific discussions and assignments as well, so that Interns can be introduced to a TPE, practice, or assess.</p> <p>The TPE Matrix provides detailed listings of when each TPE is introduced, practiced, and assessed within the courses.</p> <p>In addition, the same TPEs from each course is supported during an Intern's Practicum Courses to show alignment and support in both content courses and practicum courses.</p> <p>TPEs identified in each course and discussed within their practicum course, are then directly taken to the classroom during the 24 total observations across the PreK-K and grades 1-3 spectrum. Through MOU's with our district partners, Interns will have release time and access to grades 1-3 if their placement is not held in upper grades. Interns select 2-3 TPEs, reflect, and show evidence of, in order to effectively educate and support all students in meeting the state adopted academic standards.</p> <p>Interns develop an understanding of the TPEs and assess their growth using the TPE Self-Assessment during the beginning/mid of every semester. Interns use the results of this self-assessment to guide the creation of their Individualized Development Plan and identify specific goals aligned to the TPEs. Such goals prepare candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other support for learning and access for all young children in grades PK-3.</p> <p>Interns deepen their understanding, application, and mastery of the TPEs through coursework, projects, their employment context, and on the CalTPA.</p>
<p>The program's organized coursework, and clinical practice experiences provide multiple</p>	<p>The program's organized coursework, and clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each PK-3</p>

opportunities for candidates to learn, apply, and reflect on each PK-3 ECE Teaching Performance Expectation (PK-3 ECE TPEs).

ECE Teaching Performance Expectation (PK-3 ECE TPEs).

The TPEs are introduced to Interns at a basic level through Pre-Service Coursework and early field experiences. Interns understand and apply the TPEs at a more in-depth level through their coursework within the Intern program and their employment context.

Interns are introduced to the [California Teaching Performance Expectations](#) (TPEs), which provide the guide for teacher expectations. This is explored across the arc of the program. For example, in Pre-Service, Interns focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English language learners. Interns also examine the professional, legal, and ethical obligations of being an educator. [Pre-Service](#) is where students will be introduced to and engage with the TPEs.

During the Intern Program, Interns will engage with the TPEs in several ways. First, each [course](#) has identified what TPEs will be covered. Furthermore, the TPEs are attached to specific [discussions](#) and [assignments](#) as well, so that Interns can be introduced to a TPE, practice, or assessed.

The [TPE Matrix](#) provides detailed listings of when each TPE is introduced, practiced, and assessed within the courses.

In addition, the same TPEs from each course is supported during an Intern's [Practicum Courses](#) to show alignment and support in both content courses and practicum courses.

TPEs identified in each course and discussed within their practicum course, are then directly taken to the classroom during the [24 total observations](#), across the PreK-K and grades 1-3 spectrum. Through MOU's with our district partners, Interns will have release time and access to grades 1-3 if their placement is not held in upper grades. Interns select 2-3 TPEs, [reflect, and show evidence of](#), in order to effectively educate and support all students in meeting the state adopted academic standards. As such, the program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other support for learning and access for all young children.

	<p>Interns self-assess their growth of the TPEs and Interns and demonstrate their understanding and application of the TPEs through the CalTPA.. Interns receive EDU 200 and EDU 300 TPA Cycle 1 & 2 Seminars to support Interns with their CALTPA and identified TPEs within each cycle rubric.</p> <p>The TPE Matrix identifies when specific elements of the TPEs are introduced (I), practiced (P), and assessed (A) within Preservice and the PK-3 Intern program. The PK-3 Intern TPE Matrix contains bookmarks within selected TPE elements that point the review team to these specific places within course syllabi.</p>
As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.	<p>Coursework and field supervision are sequenced within the PK-3 Intern Program and is increasingly complex and challenging. Interns begin their learning in Pre-Service, which consists of 8 courses that total 145 hours, equaling the 120 hours CTC requirement, plus 15 additional hours beyond the requirements to support English language learners.</p> <p>Once Interns meet their intern eligibility requirements, they may apply to and enroll in the Intern Program, where they will deepen their content knowledge, teaching pedagogy, and skills. Interns who successfully complete Pre-Service and have not yet met all other Intern Eligibility Requirements, must first meet those requirements before applying to and being admitted into the Intern Program. Interns not meeting all intern eligibility requirements are not admitted to the program, and cannot be recommended for an intern credential. The Program Director and Program Staff provide advice and assistance to Pre-Service Interns to assist them in understanding their responsibility in meeting all Intern Eligibility Requirements.</p>
The scope of the pedagogical assignments (a) addresses the Pk-3 ECE Specialist Instruction TPEs as they apply to the authorization of the PK-3 ECE Specialist Instruction Credential, (b) prepares the candidates for the teaching performance assessment (TPA) and other	<p>The PK-3 ECE Intern Program is designed so Interns are receiving core knowledge and skills from well qualified Instructors, current Practitioners in the field, and Providers of Services. Interns also learn key perspectives through collaboration with families. This approach is designed to meet Interns needs and ensure they can be successful in meeting the needs of their students. In doing so, we chose to adopt a semester long 2.0 unit course that includes the core</p>

<p>program-based assessment.</p>	<p>skills and knowledge that will be needed by Interns, in addition to 1.0 unit TPA Cycle 1 and 2 and 1.0 unit RICA Part 1 and 2 seminar courses. Within each course are specific modules, which focus on discrete knowledge, pedagogy, and skills essential for PK-3 ECE Interns in a teacher preparation program. The curriculum is designed so Interns revisit topics, such as lesson design and planning within different content and learn content more in-depth as they gain additional contextual knowledge and experience in teaching. Our program model allows Instructors to work within each semester on introducing topics and skills as needed, including content from guest speakers.</p> <p>The effectiveness of our program is threefold: 1) pacing knowledge and skills as needed by Interns, 2) including this knowledge and skills to be delivered in a one semester program, so Instructors can differentiate the curriculum to meet the immediate needs of Interns, while at the same time meeting the requirements of the program and successfully addressing the TPEs, 3) all Interns will have a Field Supervisor and Site/District Mentor that they are required to meet with weekly in order to implement the pedagogy and practices learned in the program.</p> <p>The Course Sequence for the Pk-3 ECE Intern Credential outlines the required courses, and modules for Interns.</p>
<p>Standard 3: Clinical Practice: Opportunities to Learn and Practice</p>	
<p>A. Organization of Clinical Practice Experiences</p>	
<p>The program's Clinical Practice experiences are designed to provide the Intern with a developmental and sequential set of activities that are integrated with the program's coursework and extend the Intern's learning through application of theory to practice with PK-3 students in California public school classrooms.</p>	<p>Riverside County School Districts provides interns with a valid context to integrate their learning of educational theory throughout the PK-3 credential into practice in the Riverside County schools . These districts provide a rich opportunity for implementing the research based strategies based in Universal Design for Learning (UDL), which are taught throughout the credentialing programs providing candidates with opportunity to practice and receive feedback on these research based strategies.(Examples: EDU 350)</p> <p>Interns complete a range of clinical practice experiences, beginning with early field observations, which occur during Pre-Service. Interns continue to</p>

	<p>engage in field experiences as part of their clinical practice during the intern program by completing a series of observations, engaging in case studies, and completing interviews which are related to course and module content.</p> <p>The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through district partnerships, as outlined in the Memorandum of Understanding (MOU). More detailed information outlining when observations and case studies occur is provided in the Practicum Syllabi PRAC 150, PRAC 155, PRAC 160, PRAC 165.</p>
Some of these experiences may take place in the candidate's California Early Childhood Education employment setting (e.g., California State Preschool, Head Start) as well as within TK-3 public school settings, provided the candidate meets the 600 hours of clinical practice described below.	<p>An Intern must be employed and work as the teacher of record. The Intern Program runs for 2 years, enabling the Intern to fulfill the 600 required hours of clinical practice.</p> <p>For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through district partnerships, as outlined in the Memorandum of Understanding (MOU) to provide for the intern to meet the 600 hours of clinical practice described.</p>
Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice.	<p>The RCOE PK-3 Intern Program provides Interns with clinical practice that consists of a developmental and sequential set of activities integrated with theoretical and pedagogical coursework. Interns begin their learning in Pre-Service, which consists of 8 courses that total 120 hours required by CTC. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. The Pre-Service courses are designed to introduce and then enhance their knowledge of working in a TK-3rd grade placement.</p>

An Intern must be employed and work as the teacher of record. The Intern Program runs for 2 years, enabling the Intern to fulfill the [600 required hours of clinical practice](#).

During Pre-Service, Interns begin by viewing three online modules in which they will receive a foundational overview of major concepts related to the course objectives as well as participate in a variety of hypothetical "real world" scenarios that may be experienced in a classroom or school setting. The Interns receive feedback on each decision made during the scenarios. The remainder of each course focuses on practical application assignments in which Interns will apply their learning at an even deeper level, with the support of an Instructional Facilitator. [Pre-Service Courses](#) are one way Pre-Service Interns apply theory to practice. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. The Pre-Service courses are designed to introduce and then enhance their knowledge of working in a TK-3rd grade placement. During the Intern Program, Interns also complete a series of guided and supervised teaching, co plan with veteran practitioners for lessons that the intern will deliver, work with veteran practitioners regarding grading, reflecting on lessons, planning on the needs of individual students, time working with professional learning communities, and completing hours in both General Education and Special Education settings in a variety of grade levels, related to course and module content. These course-based assignments and activities support Interns with applying theory to practice-related to teaching.

See [Course Sequence](#) for Course Syllabi. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through district partnerships, as outlined in the [Memorandum of Understanding](#) (MOU). More detailed information outlining when observations and case studies occur is provided in the Practicum Syllabi [PRAC 150](#), [PRAC 155](#), [PRAC 160](#),

	PRAC 165.
<p>The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education Specialists, as appropriate, or guided teaching), and final student teaching.</p>	<p>Interns complete a range of clinical practice experiences, beginning with early field observations, which occur during Pre-Service. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree, to engage in field experiences as part of their clinical practice during the intern program by completing a series of observations, engaging in case studies, and completing interviews which are related to course and module content.</p> <p>The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through district partnerships, as outlined in the Memorandum of Understanding (MOU). More detailed information outlining when observations and case studies occur is provided in the Practicum Syllabi PRAC 150, PRAC 155, PRAC 160, PRAC 165</p>
<p>Clinical practice experiences must include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting.</p>	<p>An Intern must be employed and work as the teacher of record. The Intern Program runs for 2 years, enabling the Intern to fulfill the 600 required hours of clinical practice.</p> <p>Of the 600 hours, clinical experiences must include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting as stated in the handbook practicum requirements. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through</p>

	district partnerships, as outlined in the Memorandum of Understanding (MOU) to provide for the intern to meet the 600 hours of clinical practice described.
Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.	The RCOE PK-3 Intern program is designed so that Interns participate in early field experiences during Pre-Service and during the Intern Program. Interns continue to engage in field experiences as part of their clinical practice during the Intern Program by completing a series of guided and the Intern will deliver lessons, work with veteran practitioners regarding grading, reflecting on lessons, planning on the needs of individual students, spend time working with professional learning communities, and completing hours in both general education and special education settings in a variety of grade levels, related to course and module content . These course-based assignments support our Interns with applying theory to practice related to teaching.
Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement.	NA
Clinical Practice, including field experiences, provide opportunities for all candidates to observe classrooms and settings that exemplify-, culturally and linguistically appropriate and effective practices.	<p>An Intern must be employed and work as the teacher of record. Employment will include field experiences and provide opportunities for all candidates to observe classrooms and settings that exemplify, culturally and linguistically appropriate and effective practices. The Intern Program runs for 2 years, enabling the Intern to fulfill the 600 required hours of clinical practice.</p> <p>Of the 600 hours, clinical experiences must include two different grade levels with high-quality mentor teachers that will be selected and observed by the candidates within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting as stated in the handbook practicum requirements.</p> <p>Example Connection between Coursework and Fieldwork in Support of culturally and linguistically effective practices:</p>

- [EDU 230 Teaching Literacy in the Early Grades](#)
- [EDU 210 Schooling in a Diverse and Multicultural Society](#)
- [EDU 220 Building a Community of Learners](#)
- [EDU 240 Working with Dual Language Learners](#)
- [EDU 250 Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)
- [EDU 250 ELD Standards and Multilingual Learners](#)
- [EDU 250 Planning, Teaching, and Learning: Dual Language Development](#)
- [EDU 250 Vocabulary Development and Writing](#)
- [EDU 250 Program Models](#)
- [EDU 320 Student Driven Play Based Learning](#)
- [EDU 360 SEL Through the Lens of Equity](#)

Candidates are provided with opportunities to gain knowledge of important concepts in early learning appropriate to the development range of young children PK-grade 3. For young children in PK, these concepts are consistent with California's adopted Preschool Learning Foundations and Curriculum Frameworks. For children grades TK-3, these would be consistent with both Preschool Learning Foundations and the K-3 Student Content Standards and Frameworks for these grade levels, as appropriate to the age/grade levels of the children.

Candidates are provided with opportunities to gain knowledge of important concepts in early learning appropriate to the development range of young children in PK-grade 3.

Interns are provided opportunities in the following courses to learn concepts that are consistent with California's adopted Preschool Learning Foundations and Curriculum Frameworks.

- [EDU 210 Foundations of Education](#)
- [EDU 230 Teaching Literacy in the Early Grades](#)
- [EDU 210 Approaches to Curriculum and Assessment](#)
- [EDU 250 ELD Standards and Multilingual Learners](#)
- [EDU 320 Student Driven Play Based Learning](#)

For Children grades TK-3, interns are provided opportunities in the following courses to learn concepts that are consistent with Preschool Learning Foundations and the K-3 Student Content Standards and Frameworks.

- [EDU 220 Curriculum and Instructional Design](#)
- [EDU 220 Planning for Instruction](#)
- [EDU 230 Teaching Literacy in the Early Grades](#)

<p>The program provides candidates with opportunities to demonstrate their understanding of the range of early childhood assessments of learning as well as of social, emotional growth development.</p>	<p>The program provides interns with opportunities to demonstrate understanding of the range of early childhood assessments of learning as well as social, emotional growth development.</p> <p>Interns are provided opportunities in the following courses.</p> <ul style="list-style-type: none"> • EDU 230 Teaching Literacy in the Early Grades • EDU 210 Approaches to Curriculum and Assessment • EDU 210 Using Formative Assessment to Improve Intentional Instruction • EDU 210 Approaches to Curriculum and Assessment Part Two
<p>The program provides interns with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early setting (e.g., paraprofessionals, other support personnel).</p>	<p>The program provides interns with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early setting (e.g., paraprofessionals, other support personnel).</p> <p>Interns are provided opportunities like in the following course.</p> <ul style="list-style-type: none"> • EDU 230 Teaching Literacy in the Early Grades • EDU 240 Strategies for Supporting All learners • EDU 240 Identifying Supports
<p>As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers, assess candidates' pedagogical performance in relation to the PK-3 ECE TPs and provide formative and timely performance feedback regarding candidate's progress toward mastering the PK-3 ECE Specialist Instruction TPEs.</p>	<p>As interns progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/ and by the program in collaboration with employers, assess candidate's pedagogical performance in relation to the PK-3 ECE TPs and provide formative and timely performance feedback regarding candidate's progress towards mastering the PK-3 ECE Specialist Instruction TPEs in the following way:</p> <p>During the Intern Program, Interns will engage with the TPEs in several ways, therefore providing supervisors with multiple opportunities to provide formative and timely feedback.</p> <p>First, each course has identified what TPEs will be covered. Furthermore, the TPEs are attached to specific discussions and assignments as well, so that</p>

	<p>Interns can be introduced to a TPE, practice, or assessed. The TPE Matrix provides detailed listings of when each TPE is introduced, practiced, and assessed within the courses.</p> <p>In addition, the same TPEs from each course is supported during an Intern's Practicum Courses to show alignment and support in both content courses and practicum courses.</p> <p>TPEs identified in each course and discussed within their practicum course, are then directly taken to the classroom during the 24 total observations across the PreK-K and grades 1-3 spectrum. Through MOU's with our district partners, Interns will have release time and access to grades 1-3 if their placement is not held in upper grades.. Interns select 2-3 TPEs, reflect, and show evidence of, in order to effectively educate and support all students in meeting the state adopted academic standards.</p> <p>Interns self-assess their growth of the TPEs and Interns and demonstrate their understanding and application of the TPEs through the CalTPA.. Interns receive EDU 200 and EDU 300 TPA Cycle 1 & 2 Seminars to support Interns with their CALTPA and identified TPEs within each cycle rubric.</p> <p>The TPE Matrix identifies when specific elements of the TPEs are introduced (I), practiced (P), and assessed (A) within Preservice and the PK-3 Intern program. The PK-3 Intern TPE Matrix contains bookmarks within selected TPE elements that point the review team to these specific places within course syllabi.</p>
<p>The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations.</p>	<p>Prior to working with Interns, all Practicum Supervisors and district-employed Site Mentors attend an initial Orientation to learn about the Intern Program, Practicum Supervisor and Site/District mentors roles and responsibilities, and ways in which they will provide support.</p> <p>Practicum Supervisors are provided specific information on roles and responsibilities and detailed information about the Intern Program, which can be found in the Program Handbook.</p>

	<p>In addition, both Intern Program Practicum Supervisor and Site Mentor receive information about requirements and sign a Roles and Responsibilities agreement during the orientation time-frame.</p>
<p>The minimal amount of program supervision involving formal evaluation of each Intern must be 4 times per quarter or 6 times per semester.</p>	<p>The practicum supervisor is a part of the instructional team and is a part of assessing the Intern Teacher Intern's growth. Traditional classroom visits have been replaced with Interns recording their classroom lessons in a video annotation platform and Practicum Supervisors will provide feedback electronically utilizing the Classroom Assessment Scoring System (CLASS) PK-3 observation and feedback system. Practicum Supervisors and Interns meet via the Zoom platform for pre-conference and post-conference sessions for planning as well as reflections of the observation for a total of 6 observations per semester. All observational videos, as well as Zoom recordings, are uploaded to the Canvas LMS. This model enables Center for Teacher Preparation (CTP) Staff to have greater access to observing each Intern's instruction as well as ensuring rich feedback is provided during the post-conference Zoom sessions.</p> <p>As stated in Roles and Responsibilities, Practicum Supervisors conduct 12 observation visits per year for each Intern Teacher. At least 6 observations must be completed per semester. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the PK-3 TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post conference, Interns will also bring their Post Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how best support their Interns from one week to the next in</p>

	alignment with their self-assessments and ILP.
The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.	The district-employed Site/District Mentor is an integral part of the Intern's support team. The Site/District Mentor is required to provide 5 hours of support and guidance per week. This is outlined in Roles and Responsibilities .
Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.	<p>The Practicum Supervisor is a part of the instructional team and is a part of assessing the Intern's growth. Traditional classroom visits have been replaced with Interns recording their classroom lessons in a video annotation platform and Practicum Supervisors providing feedback electronically. Practicum Supervisors and Interns meet via the Zoom platform for pre-conference and post-conference sessions for planning as well as reflections of the observation for a total of 6 observations per semester. All observational videos as well as Zoom recordings are uploaded to the Canvas LMS. This model enables Center for Teacher Preparation (CTP) Staff to have greater access to observing each Intern's instruction as well as ensuring rich feedback is provided during the post conference Zoom sessions.</p> <p>As stated in Roles and Responsibilities, Practicum Supervisors conduct 12 observation visits per year for each Intern Teacher Intern. At least 6 observations must be completed per semester. Since this is a hybrid program, interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post conference, Interns will also bring their Post Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal</p>

	<p>data to determine how best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>
<p>B. Criteria for School Placements</p>	
<p>Clinical sites (schools) should be selected that demonstrate commitment to developmentally, culturally, and linguistically appropriate practices as well as collaborative relationships with families/guardians. In addition, clinical sites should demonstrate evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for Intern reflection and TPA completion.</p>	<p>Clinical sites (schools) are selected to demonstrate commitment to developmentally, culturally, and linguistically appropriate practices as well as collaborative relationships with families/guardians.</p> <p>Recognizing teaching employment contexts vary depending on where an Intern is employed. Our Intern Program supports Interns in experiencing teaching environments that demonstrate a commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with other appropriate educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, and reflect to the extent possible socioeconomic and cultural diversity. This is done by embedding these concepts in coursework and assignments. More specifically:</p> <ul style="list-style-type: none"> • During Pre-Service, Interns complete a series of modules. Such modules will build Interns' knowledge and skills both in the classroom as well as successfully completing the course. Each module contains three parts (Part A, Part B and Part C) and should take approximately two hours to complete. Part A of each module will have a quiz aligned to a core reading. Part B of each module will also have a quiz. Part C will consist of a "real world" scenario in which Interns will apply what they have learned to a variety of situations. • During the Intern Program, Interns also complete a series of observations and engage in case studies related to course and module content. These course-based assignments support our Interns with applying theory to practice related to teaching. The PK-3 Intern Program is designed for State Preschool and Head Start permitted teachers in the Inland Empire holding a Bachelor's degree who are bringing their Pre-School experience into a TK-3 grade setting. For Clinical Practice, some of these experiences may take place in the candidate's California Early Childhood Education

employment setting as well as within TK-3 public school settings, through strategic planning to enable the practice and implementation of grades 1-3 curriculum will be supported through district partnerships, as outlined in the [Memorandum of Understanding](#) (MOU).

See Program [Courses Sequence](#).

Interns are notified that they must be employed in a district that allows for video capture for Intern reflection and TPA completion on the [Intern Intern Expectations Agreement](#), which Interns review and sign during the beginning of the Intern Program.

Engaging in coursework, utilizing course materials, and participating in discourse provides interns culturally relevant information to prepare them to teach in a diverse classroom. During pre-service, Interns take 45 additional hours in learning skills and knowledge to support English learners, in addition to the 120 required hours for Pre-Service. Courses such as [Pre-Service ELL 116 English Learners Knowledge and Skill](#), [EDU 240 Supporting Diverse Learners & Inclusive Classrooms](#), and [EDU 250 Dual Language and Multilingual Learners](#) prepare Interns to effectively teach English learners, as well as students' cultural backgrounds.

The following Modules reflect the program's mission in providing Interns to experience diversity:

- [EDU 210 Schooling in a Diverse and Multicultural Society](#)
- [EDU 220 Building a Community of Learners](#)
- [EDU 240 Working with Dual Language Learners](#)
- [EDU 250 Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)
- [EDU 250 ELD Standards and Multilingual Learners](#)
- [EDU 250 Planning, Teaching, and Learning: Dual Language Development](#)
- [EDU 250 Vocabulary Development and Writing](#)
- [EDU 250 Program Models](#)
- [EDU 320 Student Driven Play Based Learning](#)
- [EDU 360 SEL Through the Lens of Equity](#)

	<p>Another way Interns experience diversity is by completing required Site Observations as part of Intern coursework. Observations require Interns to observe in diverse settings and critically observe and reflect on equity issues within the classroom.</p> <p>The Intern Program Staff in partnership with the Intern's district of employment assess the Intern's professional practice and experiences to verify an Intern's ability to effectively work with diverse student populations. If after assessing the Intern's context for teaching, the Program Director, Field Supervisor, or District Mentor determine there are limited opportunities to experience issues of diversity in the classroom, then a plan will be developed to provide increased opportunities for the Intern.</p>
Clinical sites should also have a fully qualified site administrator.	<p>The employing district and the Commission-approved Intern Program have shared responsibility for supporting and supervising the Intern teacher. Individuals teaching under an intern credential have not completed a Preliminary Credential program. Thus, significant support and supervision must be provided to the individual. Interns must receive a minimum of 144 hours of non-English learner support and 45 hours of English learner support per year prior to completing the Preliminary Education Specialist Credential, Multiple Subject, and/or the PK-3 Credential. The responsibilities of the employing agency are detailed with the Internship Program Roles and responsibility document below.</p> <p>The responsibilities of the employing agency are detailed here.</p>
C. Criteria for the Selection of Program Supervisors	
The program selects individuals who are credentialed, or who hold a Master Teacher or higher Child Development Permit as appropriate to the field placement of the candidate being supervised, or who have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education.	<p>Practicum Supervisors for the PK-3 Intern Program are selected based on qualifications and relevant experience as detailed in the Practicum Supervisor Job Description and in the Internship Program Roles and Responsibilities. Practicum Supervisors (see list of potential Practicum Supervisors and their resumes) must hold an Administrative Service Credential, an Early Childhood Educational Specialist Credential, or a Multiple Subject Credential as part of the qualifications for this role. Intern Practicum Supervisors and Instructor positions are posted on RCOE Edjoin throughout the school year.</p>

<p>The program selects individuals who are credentialed or who have equivalent experience in educator preparation.</p>	
<p>Supervisors should have recent professional experience in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and Curriculum Frameworks. For children in grades TK-3, these would be consistent with both the Preschool Learning Foundations and the state-adopted content standards that reflect the diversity of California's student population, as appropriate to the instructional setting.</p> <p>Supervisors should be experts in the content area of the Intern being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.</p>	<p>Practicum Supervisors in the PK-3 Intern Program are current practitioners in the field, who have recent professional experience in early childhood settings where curriculum aligns with California's Preschool Learning Foundations and Curriculum Frameworks.</p> <p>Practicum Supervisors with recent professional experiences in school settings where the curriculum aligns with California's adopted Content Standards and Frameworks and the school reflects the diversity of California's student population. Practicum Supervisors demonstrate recent knowledge of the current context of public schooling. See attached Practicum Supervisor Job Description.</p> <p>Practicum Supervisor Job Description and in the Internship Program Roles and Responsibilities.</p>
<p>The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program.</p>	<p>Prior to working with Interns, all Practicum Supervisors attend an initial Orientation to learn about the Intern Program expectations, Field Supervisor Roles and Responsibilities, and program curriculum and assessments, including the TPEs and CalTPA.</p> <p>Practicum Supervisors are provided specific information on Roles and Responsibilities and detailed information about the Intern program.</p> <p>Information, resources and materials for Field Supervisors pertaining the TPEs, Intern Program curriculum and assessments, and the CalTPA are digitally shared with Practicum Supervisors.</p>
<p>In addition, program supervisors maintain current</p>	<p>Practicum Supervisors and Site/District Mentors Support develop knowledge of</p>

<p>knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.</p>	<p>effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices by attending the Site/District Mentor training and regularly scheduled meetings.</p> <p>Meetings emphasize TPEs, scope and sequence of the Intern Program, the goals for the Site/District Mentor and Field Supervisor, their support of Intern teachers, requirements of the Site/District Mentor and Field Supervisors, and review processes to support Intern teachers.</p> <p>The Site/District Mentor Training and follow-up meetings focus on best practices geared toward Site/District Mentorship and Field Supervisor Teacher Observation for the goal of learning-focused conversations and instructional goal setting.</p> <p>Practicum Supervisors will use learning-focused conversations and data driven practices to reflect and plan on future practices and increase teacher effectiveness. Practicum Supervisor Orientation and meetings will also be utilized to collaborate and articulate around support and supervision practices for working with teachers, to introduce new practices, and to troubleshoot issues and concerns with Interns.</p>
<p>D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)</p>	
<p>The program selects LEA/ECE site supervisors who hold a PK-3 ECE Specialist Instruction Credential or a Multiple Subject Credential, or who hold a Master Teacher level or higher Child Development Permit and have a minimum of three years of appropriate teaching experience (e.g., Preschool, TK-3).</p> <p>The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.</p>	<p>The program selects LEA/ECE site supervisors who hold a PK-3 ECE Specialist Instruction Credential or a Multiple Subject Credential, or who hold a Master Teacher level or higher Child Development Permit and have a minimum of three years of appropriate teaching experience (e.g., Preschool, TK-3). Site/District Mentors will be recommended by site administrators and partnering Districts who are familiar with their teaching staff. The Site Mentor will be recruited, screened and selected by the employing agency. Upon recommendation, Site/District Mentor will complete and submit an application for review by the RCOE Intern Program Director. As per the LEA MOU, assigned Site/District Mentors must meet the following minimum qualifications:</p> <ol style="list-style-type: none"> 1. Hold a valid California credential in the subject area the intern will teach or who hold a Master Teacher level or higher Child Development Permit

	<p>2. Possess EL authorization if responsible for providing EL support</p> <p>3. Have at least 3 years or more successful years of teaching experience in CA.</p> <p>Each Site Mentor is required to submit the Support Provider Expectation Form. This form details the expectations required with regards to orientations, training, mentoring hours, and more.</p>
The LEA/ECE district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program.	LEA/ECE Support Providers who demonstrate exemplary teaching practices will be recommended by site administrators and partnering districts who are familiar with their teaching staff.
The matching of Intern and LEA-employed supervisor must be a collaborative process between the school district and the program.	The matching of the Intern and the LEA-employed Site/District Mentor is a collaborative process between the school district and the RCOE PK-3 Intern program. The Intern Program Coordinator informs district leads about the role and responsibilities of the district-employed mentor, prior to pairing an Intern with a Support Provider. The Intern Program Coordinator also works directly with District Human Resource Leads and other school district administrators responsible for the coordination and support of Interns for this collaborative pairing process.
The program ensures that LEA- employed remain current in the knowledge and skills needed to provide effective candidate supervision and address program expectations for Clinical Practice experience.	<p>The program ensures that LEA-employed remain current in the knowledge and skills needed to provide effective candidate supervision and address program expectations for Clinical Practice experience by meeting with the Director, TPA coordinator, and other support staff on regular scheduled meetings.</p> <p>LEA-employed mentors are notified of this requirement in the Roles and Responsibilities agreement.</p>
Standard 4: Equity, Inclusion and Diversity	
The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.	In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of equity, inclusion, and diversity are incorporated throughout the program. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on. The interns are provided with formative feedback on the effectiveness of their implementation of strategies to address equity, inclusion,

Through coursework and clinical practice experience, candidates will (see a-g)

and diversity. The Interns will participate in looking at their own Identity markers to examine any unconscious bias that they may be bringing with them into the classroom setting. The interns will then participate in conducting focused equity audits in their classroom, looking specifically at the environment, teaching practices, integration of family members in the child's education process, and behavioral supports. Through coursework, lessons, and assignments, candidates have an opportunity to assess their personal and professional role in addressing equity, inclusion, and diversity. They are then able to use this formative assessment when working with students and colleagues upon entering their internship.

Candidates are introduced to implicit and explicit biases and the roles these biases can play in providing equitable educational opportunities for all children including the perception of misbehavior and developmentally appropriate expectations. Candidates discuss potential barriers and implicit bias that may impede the access for students into the general education setting and contribute to exclusionary discipline (ie. homelessness, bullying, racism, etc.). They develop a strategic plan (short and long term) to ensure & facilitate collaborative inclusive outcomes for all educational partners. Identifying internal and external resources to help students succeed in an inclusive, culturally, linguistically, and developmentally informed classroom.

Clinical practice opportunities listed below have a focused intention of addressing the standard identified.

Candidates will receive formative feedback in a variety of ways:

- As an outcome of observations by the Coach
- As part of course discussions
- During the IDP process and progress towards candidate's goals
- CLASS Observation

The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:

- [EDU 210 Approaches to Curriculum and Assessment Part One](#)
- [EDU 220 Putting it All Together](#)
- [EDU 210 Schooling in a Diverse and Multicultural Society](#)

- [EDU 320 Student Driven Play Based Learning](#)

(a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status;

Through examining the historical foundations and qualities of teaching, practices of oppression and developmentally inappropriate characterizations and expectations are brought to light. By placing privilege within the context of oppression, the coursework offers an expanded view of the domains of privilege that include sexual orientation, socioeconomic status, age, differing degrees of ableness, and religious affiliation. Curriculum examines both interns' implicit and explicit beliefs around privilege and how to mitigate the impact of these beliefs reflecting through instruction.

The following course and week provides evidence of coursework and clinical practice in support of these specific standard and component:

- [EDU 210 The Teaching Profession/ Philosophy and Its Impact on the Schools](#)
- [EDU 210 The Teaching Profession/ Philosophy and Its Impact on the Schools](#)
- [EDU 210 Historical Foundations and Quality Standards in Early Childhood Education](#)
- [EDU 210 Schooling in a Diverse and Multicultural Society](#)

In the RCOE PK-3 Credential coursework and clinical practice, the interns will examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status. RCOE is using the [Children's Equity Project: Start With Equity - from the early years through the early grades](#) as one of the resources the Practicum classes are based on.
[Exploring Identity Markers](#)
[Equity Audit Part 1](#)
[Equity Audit Part 2](#)

(b) learn ways to analyze, monitor, and address these issues at the individual and system level;

In the RCOE PK-3 Credential coursework and clinical practice, the interns will learn how to recognize issues of privilege and power at the individual and system levels. The interns will demonstrate an understanding of how to analyze, monitor, and address issues of privilege and power at both the individual and system

	<p>levels. The interns are provided opportunities to analyze, monitor, and address these issues at the individual and system levels. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on.</p> <p>The cultivation of diversity, inclusion, and equity starts in the classroom, and this belief resounds through the course work and clinical practice. Through extensive UDL strategies embedded throughout the curriculum as well as ensuring instruction in culturally, linguistically and developmentally appropriate Interns will be observed on their ability to impediment these strategies through self reflection and observation. Utilizing tools such as CLASS observation, UDL Classroom checklist, the Environmental Rating Scales, etc. Interns will be able to quantify their implementation and areas for opportunity.</p> <p>The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:</p> <ul style="list-style-type: none"> • EDU 210 The Teaching Profession/ Philosophy and Its Impact on the Schools • EDU 210 The Teaching Profession/ Philosophy and Its Impact on the Schools • EDU 210 Historical Foundations and Quality Standards in Early Childhood Education • EDU 320 Student Driven Play Based Learning
<p>(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies:</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the interns are introduced to the concepts of explicit and implicit racial bias. The interns will demonstrate an understanding of how biases manifest and impact policies for instruction and classroom management as well as other early childhood program policies.</p> <p>Exploring Identity Markers</p> <p>With a focus on developmentally appropriate expectations and mitigating the impact of explicit and implicit bias on exclusionary discipline, Intern curriculum is focused on both self reflection as well as real world applications to support equitable classroom management. PK-3 Interns are then asked to develop their personal educational philosophy, with a focus on inclusive and equitable</p>

	<p>instruction. Once Interns educational philosophies are developed, they will be asked to create a classroom management plan as well as supporting policies and procedures that reflect and support these practices. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on.</p> <p>The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:</p> <ul style="list-style-type: none"> • EDU 210 Approaches to Curriculum and Assessment Part One • EDU 220 Putting it All Together • EDU 210 Schooling in a Diverse and Multicultural Society • EDU 320 Student Driven Play Based Learning
<p>(d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the interns will be introduced to the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on.</p> <p>In support and implementation of the National Association for the Education of Young Children's position statement on Advancing Equity:</p> <p style="padding-left: 40px;">All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.</p> <p>Intern coursework reflects this commitment, as well as the implementation of UDL embedded throughout the curriculum. Furthermore, through the implementation of developmentally appropriate practices throughout the learning setting with multimodal learning support, Interns will develop a tool box of resources to support the creation of equitable learning opportunities and outcomes.</p> <p>The following course and week provides evidence of coursework and practice</p>

	<p>clinical practice in support of these specific standard and component:</p> <ul style="list-style-type: none"> • EDU 210 Schooling in a Diverse and Multicultural Society • EDU 210 Approaches to Curriculum and Assessment Part One • EDU 220 Putting it All Together • EDU 320 Student Driven Play Based Learning
<p>(e) The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the interns are provided opportunities to identify and analyze personal bias and inequity. The interns are provided opportunities to minimize personal bias and help address identified inequities. The interns are introduced to the concept/theories of how policies and historical practices create and maintain institutional bias. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on.</p> <p>In support and implementation of the National Association for the Education of Young Children's position statement on Advancing Equity:</p> <p style="padding-left: 40px;">All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.</p> <p>Intern coursework reflects this commitment, as well as the implementation of UDL embedded throughout the curriculum. Furthermore, through the implementation of developmentally appropriate practices throughout the learning setting with multimodal learning support, Interns will develop a tool box of resources to support the creation of equitable learning opportunities and outcomes.</p> <p>The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:</p> <ul style="list-style-type: none"> • EDU 210 Schooling in a Diverse and Multicultural Society • EDU 210 Approaches to Curriculum and Assessment Part One • EDU 220 Putting it All Together

- [EDU 320 Student Driven Play Based Learning](#)

(f) The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other support for learning and access for all young children.

In the RCOE PK-3 Credential coursework and clinical practice, the program prepares candidates to

- o improve [growth, development, and learning](#) for all children.
- o examine [teaching, learning, and children's engagement](#).
- o examine [family and community involvement](#).
- o examine other supports for learning and access for all young children.

Engaging in coursework, utilizing course materials, and participating in discourse provides interns culturally relevant information to prepare them to teach in a diverse classroom. Interns are supported with curriculum and practice in: Universal Design for Learning; Developmentally Appropriate Practices; Culturally and Linguistically Informed Practices as well as developing learning environments through play that are accessible and representative of all students. RCOE is using the [Children's Equity Project: Start With Equity - from the early years through the early grades](#) as one of the resources the Practicum classes are based on.

The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:

- [EDU 210 Historical Foundations and Quality Standards in Early Childhood Education](#)
- [EDU 230 Becoming an Effective Teacher of Reading](#)
- [EDU 230 Examining Children's Literacy Development](#)
- [EDU 240 Strategies for Supporting All learners](#)
- [EDU 240 Identifying Supports](#)

(g) The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning especially children who are multilingual languages learners and children with disabilities

In the RCOE PK-3 Credential coursework and clinical practice, the program introduces and addresses

- the importance of [building on children's strengths and assets](#).
- using children's [strengths and assets](#) as the [foundation for supporting growth, development, and learning](#).

<p>or other special learning needs.</p>	<ul style="list-style-type: none"> • how building on strengths and assets impact multilingual language learners and children with disabilities or other special learning needs. <p>Through focus on student learning through growth mindset and Developmentally Appropriate Practices, Interns are guided to evaluate each learner for their strengths and growth potential supporting scaffolding strategies and the implementation of Universal Design for Learning practices. RCOE is using the Children's Equity Project: Start With Equity - from the early years through the early grades as one of the resources the Practicum classes are based on.</p> <p>The following course and week provides evidence of coursework and practice clinical practice in support of these specific standard and component:</p> <ul style="list-style-type: none"> • EDU 210 Schooling in a Diverse and Multicultural Society • EDU 230 Becoming an Effective Teacher of Reading • EDU 240 Strategies for Increasing Positive Behavioral Supports • EDU 250 Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets? • EDU 250 ELD Standards and Multilingual Learners • EDU 250 Planning, Teaching, and Learning: Dual Language Development • EDU 250 Vocabulary Development and Writing • EDU 250 Program Models • EDU 360 SEL Through the Lens of Equity • EDU 320 Student Driven Play Based Learning
<p>Standard 5: Monitoring, Supporting, and Assessing Intern Progress towards Meeting Credential Requirements</p>	
<p>With respect to the Teaching Performance Expectations (TPEs), candidates are assessed through a coherent set of performance- based activities focusing on the adopted PK-3 Performance Expectations.</p>	<p>Interns are assessed by the preparation program for meeting all applicable program requirements as follows:</p> <p>Program faculty, program supervisors, and district employed supervisors monitor and support Interns during their programs towards mastering the TPEs.</p> <p>through the following processes:</p> <ul style="list-style-type: none"> • Observations <ul style="list-style-type: none"> ○ As stated in Roles and Responsibilities, Practicum Supervisors

conduct 12 observation visits per year for each Intern Teacher. At least 6 observations must be completed per semester. Since this is a hybrid program, Interns will submit their lesson via an Intern [Video Observation Submission](#). [Formal Observation Procedures](#) have been set in place so that Interns and Practicum Supervisors engage in [meaningful conversations](#) centered around the PK-3 TPEs and an Intern's continual goals. Interns will complete an [RCOE Lesson Plan Template](#) during their [pre-conference week](#) and Practicum Supervisors will use a [Lesson Plan Reflection Tool](#) during observation week to share with Interns during their post-conference. During the post conference, Interns will also bring their Post Conference [Student Work Analysis](#) to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program.

- CalTPA. Another way to ensure an intern's mastery towards the TPE is the use of the [Practicum Supervisor TPE Tracking Log](#). After each observation within a semester, the practicum supervisor will link the formal observations to the TPE tracking log, along with TPE elements seen during each observation. This tool will serve as a guide for conversation during the first three [Triad meetings](#) held at the beginning of each semester with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth in alignment to the TPEs. Finally, before the [Fourth Triad meeting](#) to complete the [Individualized Development Plan \(IDP\)](#), the Program Supervisor will take all semester TPE Tracking Logs to complete the [End of Program TPE Completion Final Evaluation Instrument](#). This tool serves as evidence to check off all TPE elements that have been observed and an intern has mastered in the course of the two year program. The End of Year Program TPE Completion Final Evaluation Instrument will be evidence in the completion of the [IDP](#) and also serve as a guide for the end of program final conversation in tandem with the IDP.
- In the event that an intern does not complete the required coursework and/or examinations with all the systems of supports in place with the [Tiered system](#) and [Triad meetings](#) to review the

requirements (and ask questions) within the four semester is required to take a 5th or 6th semester of supervision while they attempt to complete the course requirements. The intern will continue to have a [success plan](#) as they meet with their supervisor on a weekly basis to meet all the requirements.

- CalTPA - This instructional cycle supports interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support interns with the CalTPA and the two cycles interns will complete during the Intern Program.
- Weekly Meetings
 - Intern reflection of overall growth and next steps with a [Weekly Collaboration Log](#) will provide their selected Practicum Supervisor with informal data to determine how best support their Interns from one week to the next in alignment with their self-assessments and ILP. This process ensures the practicum supervisor is continually monitoring and supporting interns' progress words mastering the TPEs.
- Self-Assessment
 - Practicum Supervisors, Principal, and Site Mentor will support interns in their development of their TPE [Self-Assessment](#).
- Triad Meeting
 - At the beginning of each semester, Interns will have a [Triad meeting](#) with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth in alignment to the TPEs. The purpose of the triad meeting is to broaden the intern's perspectives, consider strengths as well as opportunities for continual growth, and support their attainment of goals.
- e-portfolio -
 - It is during this process and soon after, where interns will complete their self- assessment and add it to their [e-portfolio](#) interns will create at the beginning of the Intern Program a place to house all their documents for the program. During Practicum Hours, interns will receive support in developing and growing within the goals

interns have set for themselves.

- ILP
 - During the [Fourth Triad Meeting](#) interns will discuss strengths and areas of growth to continue growing as teachers via an [Individualized Development Plan \(IDP\)](#). Interns use an [individual development plan](#), as an assessment tool from the teacher preparation program to an induction program to highlight TPE strengths and TPE areas of professional growth.

The progress of a Intern's mastery towards the TPEs is also monitored by program faculty and Practicum Supervisors through assessed coursework.

- Practicum Supervisors, Principal, and Site Mentor will support interns in their development of their TPE [Self-Assessment](#). At the beginning of each semester, Interns will have a [Triad meeting](#) with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth. The purpose of the triad meeting is to broaden the intern's perspectives, consider strengths as well as opportunities for continual growth, and support their attainment of goals. It is during this process and soon after, where interns will complete their self- assessment and add it to their [e-portfolio](#) interns will create at the beginning of the Intern Program. During Practicum Hours, interns will receive support in developing and growing within the goals interns have set for themselves.

During the [Fourth Triad Meeting](#) interns will discuss strengths and areas of growth to continue growing as teachers via an [Individualized Development Plan \(IDP\)](#). Interns use an [individual development plan](#), as an assessment tool from the teacher preparation program to an induction program to highlight TPE strengths and TPE areas of professional growth.

- The progress of a Intern's mastery towards the TPEs is also monitored by program faculty and Practicum Supervisors through the [two year coursework](#) discussions and assignments.

The information gained through the program's

The information gained through the program's assessment is used to help set

<p>assessment is used to help set learning goals for candidates and inform candidates' progress towards meeting the PK-3 ECE TPEs.</p>	<p>learning goals for candidates and inform candidate's progress towards meeting the PK-3 ECE TPEs.</p> <p>The progress of a Intern's mastery towards the TPEs is also monitored by program faculty and Practicum Supervisors through assessed coursework.</p> <ul style="list-style-type: none"> ● Self-Assessment <ul style="list-style-type: none"> ○ Practicum Supervisors, Principal, and Site Mentor will support interns in their development of their TPE Self-Assessment. ● Triad Meeting <ul style="list-style-type: none"> ○ At the beginning of each semester, Interns will have a Triad meeting with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth in alignment to the TPEs. The purpose of the triad meeting is to broaden the intern's perspectives, consider strengths as well as opportunities for continual growth, and support their attainment of goals. ● e-portfolio - <ul style="list-style-type: none"> ○ It is during this process and soon after, where interns will complete their self- assessment and add it to their e-portfolio interns will create at the beginning of the Intern Program a place to house all their documents for the program. During Practicum Hours, interns will receive support in developing and growing within the goals interns have set for themselves. ● ILP <ul style="list-style-type: none"> ○ During the Fourth Triad Meeting interns will discuss strengths and areas of growth to continue growing as teachers via an Individualized Development Plan (IDP). Interns use an individual development plan, as an assessment tool from the teacher preparation program to an induction program to highlight TPE strengths and TPE areas of professional growth.
<p>Evidence regarding candidates progress and performance in meeting these and all other program requirements is used to guide</p>	<p>All Interns:</p> <p>Evidence regarding an Intern's progress and performance is gathered in the</p>

advisement and assistance efforts.

following ways and used to guide advisement and assistance efforts:

- Practicum Supervisors conduct regular pre-conferences, observations, and post-conferences every three weeks during the duration of the 2 year program. This process ensures that Interns are progressing and are successful in the Intern Program. To show progress, at least 6 observations must be completed per semester. [Formal Observation Procedures](#) have been set in place so that interns and Practicum Supervisors engage in [meaningful conversations](#) centered around the TPEs and an Intern's continual goals. Interns will complete an [RCOE Lesson Plan Template](#) during their [pre-conference week](#) and Practicum Supervisors will use a [Lesson Plan Reflection Tool](#) during observation week to share with interns during their post-conference. During the post conference, Interns will also bring their Post Conference [Student Work Analysis](#) to share their own reflection of the taught lesson.
- Practicum Supervisors, Principal, and Site Mentor will support Interns in their development of their TPE [Self-Assessment](#). At the beginning of each semester, Interns will have a [Triad Meeting](#) with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth. The purpose of the Triad Meeting is to broaden the Intern's perspectives, consider strengths as well as opportunities for continual growth, and support their attainment of goals. It is during this process and soon after, where Interns will complete their self-assessment and add it to their [e-portfolio](#) interns will create at the beginning of the Intern Program. During Practicum Hours, Interns will receive support in developing and growing within the self-assessment goals Interns have set for themselves. This process will also guide advice and assistance efforts as deemed necessary between Practicum Supervisor and Intern.
- The California Standards for the Teaching Profession and the Teacher Performance Expectations will guide the observation and reflection process through the Practicum Courses [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#) through observations every third week, weekly hours between Intern and Practicum Supervisor, and Triad Meetings between Intern, Practicum Supervisor, Site Principal, and Mentor.
- During course week, students must receive a grade of "C" or better. Intern grades of their coursework will also be another indicator if Interns are progressing through the program.

As mentioned above, interns are [assessed](#) during their course work and [assessed](#) during their formal observations. If there is evidence that an Intern is not progressing with Tier 1 supports:

Interns who are identified as needing additional support by their Field Supervisor are immediately contacted for a Zoom/phone meetings with Intern Program Staff to provide additional Tier 2 and 3 support options.

- Tier 2 supports include: Weekly Thursday optional synchronous support session with program staff (5pm-7pm); additional Triad Meeting with the Practicum Supervisor, Site Support Administrator, Site Mentor, and Intern; scheduled in-person classroom observations with program staff; and connecting Intern directly to available resources/experts in the county.
- Tier 3: Grade checks every seven weeks by Course Instructor. Classes are five or six weeks in length and Instructors have two additional weeks to finalize grades. If an Intern has a failing grade/missing assignments, they are immediately contacted for a Zoom/phone meeting with Course Instructor and Practicum Supervisor.
- If a failing grade is recorded, a Success Plan Meeting is held with Practicum Supervisor, Course Instructor and PK-3 Intern Program Director and a [Success Plan](#) is completed and signed by the Intern and Program Staff.

In the event that an intern does not complete the required coursework and/or examinations with all the systems of supports in place with the Tiered system and Triad meetings to review the requirements (and ask questions) within the four semester is required to take a 5th or 6th semester of supervision while they attempt to complete the course requirements. The intern will continue to have a [success plan](#) as they meet with their supervisor on a weekly basis.

If support and expectations included in the Success Plan are not met after a 5th or 6th semester, the Intern risks dismissal from the program.

If an intern is non re-elected or released by their employing agency, intern program staff meets with both the LEA and the candidate via an Exit Interview to assess why the fit was not successful. If the Exit Interview finds it was a culture or

	<p>setting misalignment, the candidate is paused in their participation in the program but allowed to seek another placement to continue with the program. If the termination was a result of candidate malfeasance or serious dispositional concerns, the candidate is counseled-out and released from the intern program.</p> <p>Interns who are not making sufficient progress in completing the program coursework and examinations, supervision, employment and/or adhering to the Professional Code of Conduct Requirements may be dismissed from the Intern Program. A decision by the Program Staff regarding an Intern's dismissal from the Intern Program is dependent upon the Intern meeting the Intern Program and field supervision requirements, as outlined in Overview of Intern Responsibilities Intern Expectations Agreement.</p> <p>Intern program completers suited for advancement into teaching may submit the Request for Preliminary Multiple Subject Recommendation to Credential Services as per the Intern Program Completion section in the handbook. This form begins the recommendation process with credential analysts. Upon receipt of the request form, credential services will complete a review of the candidate's status and verify completion of the Intern Program Completion Checklist and schedule the intern for an exit interview. Center for Teacher Preparation will submit the preliminary Multiple Subject credential recommendation to the Commission on Teacher Credential (CTC) upon successful completion of the program and requirements for interns who are suited for advancement into teaching.</p>
<p>The program provides support and assistance to Interns and only retains Interns who are suited for advancement into teaching.</p>	<p>Interns who are identified as needing additional support by their field supervisor beyond Tier 1 support are immediately contacted for a Zoom/phone meeting with Intern Program Staff to provide additional Tier 2 and 3 Support options.</p> <ul style="list-style-type: none"> • Tier 2 Support: Weekly Thursday optional synchronous support session with program staff (5pm-7pm); additional triad meeting with the Program Field Supervisor, Site Support Administrator, Site Mentor, and Intern; scheduled in-person classroom observations with program staff; and connecting Interns directly to available resources/experts in the county.

- Tier 3 Supports: Grade checks every seven weeks by Program Staff. Classes are five or six weeks in length and Instructors have two additional weeks to finalize grades. If an Intern has a failing grade/missing assignments, they are immediately contacted for a Zoom/phone meeting with Program Staff.
- If a failing grade is recorded, a Success Plan Meeting is held with Program Staff and a [Success Plan](#) is completed and signed by the Intern and Program Staff.

If support and expectations included in the Success Plan are not met, the Intern risks dismissal from the program.

Interns who are not making sufficient progress in completing the program coursework and examinations, supervision, employment and/or adhering to the [Professional Code of Conduct Requirements](#) may be dismissed from the Intern Program. A decision by the Program Staff regarding an Intern's dismissal from the Intern Program is dependent upon the Intern meeting the Intern Program and field supervision requirements, as outlined in [Overview of Intern Responsibilities Intern Expectations Agreement](#).

Appropriate information is accessible to guide candidates' meeting of all program requirements.

Appropriate information is accessible to guide Interns' satisfaction of all program requirements.

Appropriate information is accessible to guide candidates' meeting of all program requirements.

Interns are provided information regarding the Intern Program Policies and Procedures through the Intern Agreement Form and the Roles and Responsibilities for the Intern, Practicum Supervisor, Site/ District Mentor, and Instructor. All information is provided in more detail in the [Intern Program Handbook](#). It is the Intern's responsibility to verify and confirm all Intern requirements have been met. All information is provided in the [Overview](#) section.

In addition to Policies and Processes outlined in the handbook, Interns go through an [Exit Interview](#) to review the [Intern Program Completion Checklist](#) and process for completing Exit Surveys.

The pieces mentioned above ensure that all the appropriate information is accessible to both the program and the Intern in order to guide the Intern's

	satisfactory completion of all program requirements.
Standard 6: Implementation of a Teaching Performance Assessment	
The TPA is implemented according to the requirements of the Commission-approved model selected by the program.	The RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment system will be the assessor. Interns will be responsible for registering for the CalTPA and adhering to all assessment program rules and policies . During semesters two and three, Interns will receive support from the TPA coordinator regarding cost, dates, etc., for both cycles.
One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model.	<p>The RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment system will be the assessor. Interns will be responsible for registering for the CalTPA and adhering to all assessment program rules and policies.</p> <p>The TPA Coordinator will support Interns in facilitating support with statutory requirements, with a focus on successfully completing the TPA that is necessary to earn a preliminary teaching credential.</p>
The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise.	The RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment system will be the assessor. Interns will be responsible for registering for the CalTPA and adhering to all assessment program rules and policies .
The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to Interns within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare Interns for the assessment and also use TPA data for program improvement purposes.	<p>An Instructor will be secured who is knowledgeable about the TPA tasks and rubrics that will prepare Interns for the CalTPA. In collaboration with the Program Director/TPA Coordinator, this Instructor will teach two TPA Cycle Seminars within the PK-3 Intern Program course sequence, specifically focused on preparing Interns for the CalTPA:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1: Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p>

6A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

The RCOE PK-3 Intern Program will be utilizing Pearson Assessment as the CalTPA program model. The TPA Coordinator, who will support the implementation of the CalTPA and will be responsible for documenting the administration process for all tasks and activities in accordance with Pearson's implementation requirements.

(2) For purposes of implementing the video requirement, the program places Interns only in student teaching or intern placements where the Intern is able to record his/her teaching with K-12 students. The program assures that each school or district where the Intern is placed has a recording policy in place. The program requires Interns to affirm that the Intern has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

Interns are notified that they must be employed in a district that allows for video capture for Intern reflection and TPA completion in the Intern Program Handbook and on the [Intern Expectations Agreement](#), which Interns review and sign during the Intern Orientation meeting. Districts are also notified as part of the [District MOU](#). The [TPA coordinator](#) will ensure that interns are placed correctly.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's Interns.

NA: The RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment systems will be the assessor, and a local scoring option will not be used.

(4) The program maintains program level and Intern level TPA data, including but not limited to individual and aggregate results of Intern performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

The RCOE PK-3 Intern Program retains all Intern assessment information, including TPA results, RICA, CSET, and CBEST, basic skills and subject matter competencies, university transcripts, along with other local assessment information. This information is securely stored on the program's database and data is utilized for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that Interns understand

The RCOE PK-3 Intern Program will be using the CalTPA as the assessment

<p>the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of Intern data.</p>	<p>model. Pearson Assessment systems will be the assessor. Interns will be responsible for registering for the CalTPA and adhering to all assessment program rules and policies.</p> <p>Interns will be informed about the appropriate use of materials submitted as part of their TPA responses and the appropriate use of their individual performance data as well as privacy considerations relating to the use of Intern data. Interns will be informed of this in:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1: Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p>
<p>(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.</p>	<p>NA: RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment systems will be assessor, and a local scoring option will not be used.</p>
<p>(7) All programs have a clearly defined written appeal policy for Interns and inform Interns about the policy prior to the assessment.</p>	<p>RCOE PK-3 Intern Program and its interns will follow the policies of the CalTPA website regarding the appeal policy prior to the assessment.</p> <p>CalTPA Policies</p>
<p>(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for Interns who do not pass the TPA.</p>	<p>NA: The RCOE PK-3 Intern Program will be using the CalTPA as the assessment model. Pearson Assessment systems will be the assessor, and a local scoring option will not be used.</p>
<p>5B: Intern Preparation and Support</p>	

<p>The teacher preparation program assures that each Intern receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment.</p>	<p>The two provided courses will assure that each Intern receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment.</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1:Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p>
<p>The program provides multiple formative opportunities for Interns to prepare for the TPA tasks/activities.</p>	<p>There are two courses within the PK-3 Intern Program course sequence, specifically focused on preparing Interns for CalTPA task/activities:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1:Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p> <p>Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly</p>

	<p>Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP..</p>
<p>The program assures that Interns understand that all responses to the TPA submitted for scoring represent the Intern's own work.</p>	<p>The RCOE PK-3 Intern Program assures that Interns understand that all responses to the TPA submitted for scoring represent the Intern's own work. While the PK-3 specific TPA is not developed at this time, the intern candidates will complete the Multiple Subject TPA. There are two courses within the Multiple Subject Intern Program course sequence, specifically focused on preparing Interns for CalTPA task/activities:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1: Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p> <p>Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>
<p>For Interns who are not successful on the</p>	<p>The TPA Coordinator will be responsible for providing</p>

assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for Interns.

These activities constitute required forms of support for Interns within the TPA process:

- Providing Interns with access to handbooks and other explanatory materials about the TPA and expectations for Intern performance on the assessment.

- Explaining TPA tasks and scoring rubrics.
- Engaging Interns in formative experiences aligned

with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).

- Providing Interns who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the

Intern was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for Scoring.

appropriate remediation support and guidance to Interns on re-submitting task components consistent with model sponsor guidelines.

The RCOE PK-3 Intern Program will implement support activities consistent with the guidelines for required forms of support for Interns within the TPA process. These support activities are included as part of coursework within the following two modules in the Multiple Subject Intern Program course sequence:

[EDU 200 Syllabus](#) TPA CYCLE 1 SEMINAR (Instructional Cycle 1: Designing Instruction & Learning about Students and Planning Instruction)

[EDU 300 Syllabus](#) TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)

Support within the modules include:

- Providing Interns with access to the CalTPA handbook and other explanatory materials about the TPA and expectations for Intern performance on the assessment
- Explaining TPA tasks and scoring rubrics.
- Engaging Interns in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing Interns who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the Intern was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

Evidence of these forms of support can be found in the [TPE Matrix](#).

Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an [Intern Video Observation Submission](#). [Formal Observation Procedures](#) have been set in place so that Interns and Practicum Supervisors engage in [meaningful conversations](#) centered around the TPEs and an Intern's continual goals. Interns will complete an [RCOE Lesson](#)

	<p>Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>
<p>These activities constitute acceptable, but not required forms of support for Interns within the TPA process:</p> <ul style="list-style-type: none"> • Guiding discussions about the TPA tasks and scoring rubrics. • Providing support documents such as advice on making good choices about what to use within the assessment responses. • Using TPA scoring rubrics on assignments other than the Intern responses submitted for scoring. • Asking probing questions about Intern draft TPA responses, without providing direct edits or specific suggestions about the Intern's work. • Assisting Interns in understanding how to use the electronic platforms for models/programs using electronic uploading of Intern responses. • Arranging technical assistance for the video portion of the assessment. 	<p>The following Student Learning Outcomes within</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1:Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p> <p>provide evidence that the RCOE PK-3 Intern Program will provide interns with activities that constitute acceptable, but not required forms of support within the TPA process.</p> <p>Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and</p>

	<p>development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>
<p>These activities constitute unacceptable forms of support for Interns within the TPA process:</p> <ul style="list-style-type: none"> ● Editing a Intern's official materials prior to submission and/ or prior to resubmission (for Interns who are unsuccessful on the assessment). ● Providing specific critique of Intern responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for Interns who are unsuccessful on the assessment). ● Telling Interns which video clips to select for submission. ● Uploading Intern TPA responses (written responses or video entries) on public access websites, including social media. 	<p>The TPA Coordinator will be responsible for clearly outlining for Program Staff (Instructors, Field Supervisors, and Site/District Mentors) and Interns acceptable and unacceptable forms of support within the TPA process.</p> <p>Forms of acceptable and unacceptable support are outlined in the two TPA modules within the RCOE PK-3 Intern Program course sequence:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1:Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p> <p>Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly</p>

	<p>Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>
<p>(2) The program provides Interns with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to Intern demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).</p>	<p>The TPA Coordinator will be responsible for providing Interns with timely feedback on formative assessments and experiences preparatory to the CalTPA during the 2 year program via Zoom/phone conferences. The feedback will include information relative to Intern demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).</p> <p>Feedback will be provided to Interns as they take the two TPA courses below:</p> <p>EDU 200 Syllabus TPA CYCLE 1 SEMINAR (Instructional Cycle 1: Designing Instruction & Learning about Students and Planning Instruction)</p> <p>EDU 300 Syllabus TPA CYCLE 2 SEMINAR (Instructional Cycle 2: Assessment-Driven Instruction)</p> <p>In tandem, Interns will be formally observed 12 times a year. Since this is a hybrid program, Interns will submit their lesson via an Intern Video Observation Submission. Formal Observation Procedures have been set in place so that Interns and Practicum Supervisors engage in meaningful conversations centered around the TPEs and an Intern's continual goals. Interns will complete an RCOE Lesson Plan Template during their pre-conference week and Practicum Supervisors will use a Lesson Plan Reflection Tool during observation week to share with Interns during their post-conference. During the post-conference, Interns will also bring their Post-Conference Student Work Analysis to share their own reflection of the taught lesson. This instructional cycle supports Interns in their awareness and development of the plan, teach & assess, reflect, and apply teaching cycle throughout the two year program. Continual instructional cycles will support Interns with the CalTPA and the two cycles Interns will complete during the Intern Program. Intern reflection of overall growth and next steps with a Weekly Collaboration Log will provide their selected Practicum Supervisor with informal data to determine how to best support their Interns from one week to the next in alignment with their self-assessments and ILP.</p>

	RCOE's Intern assessment system, in tandem with their school site's assessment system, and that of the TPA, will allow Interns to be successful in the program.
(3) The program provides opportunities for Interns who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends Interns who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.	<p>The RCOE PK-3 Intern Program will provide opportunities for Interns who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The TPA Coordinator will be responsible for providing remedial assistance. The intern candidates will have access to the K-3 setting as described in the MOU, until their credential work is complete.</p> <p>Interns who are unsuccessful with their initial CalTPA submission will meet with their Practicum Supervisor and TPA Coordinator to review their TPA Score Reports and fill out a Success Plan for Next Steps. In addition, Interns will have the opportunity to attend Thursday synchronous sessions, monthly TPA prep course, as they resubmit.</p> <p>CalTPA: Intern Success Plan</p> <p>The RCOE PK-3 Intern Program will only recommend Interns who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements. These requirements are outlined in the Intern Expectations Agreement Form.</p>
6C: Assessor Qualifications, Training, and Scoring Reliability	
The model sponsor selects potential assessors for the centralized scoring option.	NA: RCOE PK-3 Intern Program will be using the CalTPA. Pearson Assessment systems will be assessor, and a local scoring option will not be used. All supervisors in the PK-3 program will be encouraged to apply to become scorers for the PK-3 ECE CalTPA.
The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor.	NA: RCOE PK-3 Intern Program will be using the CalTPA. Pearson Assessment systems will be assessor, and a local scoring option will not be used. All supervisors in the PK-3 program will be encouraged to apply to become scorers for the PK-3 ECE CalTPA.

<p>The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA.</p>	<p>NA: RCOE PK-3 Intern Program will be using the CalTPA. Pearson Assessment systems will be assessor, and a local scoring option will not be used. All supervisors in the PK-3 program will be encouraged to apply to become scorers for the PK-3 ECE CalTPA.</p>
<p>The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options.</p>	<p>NA: RCOE PK-3 Intern Program will be using the CalTPA. Pearson Assessment systems will be assessor, and a local scoring option will not be used. All supervisors in the PK-3 program will be encouraged to apply to become scorers for the PK-3 ECE CalTPA.</p>
<p>All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.</p>	<p>NA: RCOE PK-3 Intern Program will be using the CalTPA. Pearson Assessment systems will be assessor, and a local scoring option will not be used. All supervisors in the PK-3 program will be encouraged to apply to become scorers for the PK-3 ECE CalTPA.</p>

Standard 7: Effective Literacy Instruction for All Students

<p>The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as Preschool Curriculum Framework. The</p>	<p>The RCOE PK-3 credential program integrates literacy in the coursework and supervised clinical practice so that candidates learn instruction in the themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework. Candidates learn that instruction of the 5 themes should occur concurrently. The PK-3 program uses the 5 themes to support progress in the foundational skills of literacy. Candidates also learn that for multilingual and English learner students, all need to focus on the 5 themes through integrated and designated ELD. Candidates will understand that they need to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. The PK-3 program builds candidates' understanding in the concept of high-quality literacy instruction needs to integrate all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children's capacities as effective listeners, speakers, readers, and writers. The PK-3 program also offers</p>
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program emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and how progress in the other themes supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that children's instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on the children's age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD

2 seminars on the Reading Instruction Competence Assessment (RICA) requirements to further support interns with their development of effective reading instruction over the five domains:

- Domain 1: Planning, organizing, and managing reading instruction based on ongoing assessments
- Domain 2: Word analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, academic language, and background knowledge
- Domain 5: Comprehension

Links to provide evidence of concepts in PK-3 program development:

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[English Language Development Standards](#)

[Preschool Learning Foundations](#)

[Preschool Curriculum Framework](#)

[Five crosscutting themes](#)

[Foundational skills](#)

[Multilingual and English learners](#)

[Universal Design for Learning](#)

[Asset-based pedagogies](#)

[Effective literacy instruction](#)

[Literacy instruction responsive to child development](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Principles of equity, diversity, and inclusion](#)

[Multi-Tiered System of Support](#)

[Developmentally appropriate literacy instruction](#)

[Dyslexia guidelines](#)

[Integrated and designated ELD](#)

[Multi-literate](#)

[Assessment](#)

[Student self-assessment of learning](#)

[Student engagement](#)

[Vocabulary Development and Writing](#)

standards, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the [California Comprehensive State Literacy Plan](#):

- a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining.
- b) [Multi-Tiered System of Support](#), including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for children who have not benefited from supplemental support
- c) Instruction that is responsive to individual children's age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices
- d) Incorporation of the [California Dyslexia Guidelines](#)
- e) Integrated and designated ELD
- f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs
- g) Assessment for various purposes, including formative, progress monitoring, and summative

[Student directed learning and self-assessment](#)

[Play-based instruction](#)

[Principles and practices of effective standards-based instruction for Culturally and Linguistically diverse students](#)

[Preschool Learning Foundations Vol. 1 - Child Development](#)

[Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)

Family engagement

Student directed learning and self-assessment

Play-based instruction

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

literacy assessment; screening to determine children's literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention

Consistent with the ELA/ELD Framework, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote children's autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children's age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for children's independence, motivation, and learning. Importantly, candidates learn the importance of creating literacy environments for young children that are nurturing and joyful and that encourage active, playful exploration and investigation and providing opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in

<p>imaginative and dramatic play. The program also emphasizes the importance of families as the first, primary, and ongoing contributors to children's literacy development. Candidates learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.</p>	
<p>7a. Foundational Skills⁵</p> <p>The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print-rich and child-centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the</p>	<p>The RCOE PK-3 credential program integrates literacy in the coursework and supervised clinical practice so that candidates learn instruction to develop students' skills in print concepts and phonemic awareness. Interns will learn how to help their children develop Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody, and rate. In the RCOE PK-3 credential program the interns will additionally learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print-rich and child-centered. The interns will learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> <p>Links to provide evidence of concepts in PK-3 program development:</p> <p>RICA Seminar Part 1 RICA Seminar Part 2 Effective literacy instruction Phonological awareness Five crosscutting themes Decoding and encoding Letter formation Writing Instruction Multilingual learners literacy instruction Assessment for early intervention - MTSS</p>

manipulation of sounds, and alphabet letters.

The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students/children while they are simultaneously developing oral English language proficiency,

[Dyslexia guidelines](#)

[Intervention development](#)

[Collaboration with families and peers](#)

[Using diagnostic tests to determine reading levels, strengths, and needs](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Vocabulary Development and Writing](#)

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses

[PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on children's previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings for children with reading, writing, or other literacy difficulties and disabilities, including children at-risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children's families and guardians as well as with other teachers, specialists, and administrators from the school or district to initiate needed referrals for additional assessment and intensive intervention.

The program provides supervised, guided

<p>practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., instruction beyond the earliest years and before children have typically developed fluency in decoding).</p>	
<p>7b. Meaning-Making</p> <p>Coursework and supervised field experiences emphasize meaning-making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other texts. The program addresses literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher-order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical listening, speaking, reading, and writing across disciplines in ways that are appropriate for the age of the children. The program ensures that candidates understand that among the</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice interns will engage students in meaning making by engaging children in rich early literacy experiences. Interns learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other texts. Interns will address literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. Additionally the interns will the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others.</p> <p>Links to provide evidence of concepts in PK-3 program development:</p> <p>Meaning making</p> <p>RICA Seminar Part 1</p> <p>RICA Seminar Part 2</p> <p>Creating rich early literacy experiences</p> <p>Read aloud</p> <p>Modeling reading strategies</p> <p>Predictions and inferences</p> <p>Connecting prior knowledge</p> <p>Higher-order thinking skills</p> <p>Cross-discipline literacy</p> <p>Contributors to meaning making</p>

contributors to meaning-making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, reading, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of children's assets, based on an analysis of the text complexity of instructional materials and the integration of meaning-making with other themes.

[Developmentally appropriate literacy](#)
[Culturally and linguistically relevant literacy](#)
[ELD Standards and Multilingual Learners](#)
[Planning, Teaching, and Learning: Dual Language Development](#)
[Listening, speaking, reading, writing](#)
[Engaging children in literacy](#)
[Vocabulary Development and Writing](#)
[Language rich environments](#)

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

7c. Language Development

In the RCOE PK-3 Credential coursework and clinical practice interns will learn to provide young children with thoughtful and rich exposure to and experience with

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning-making system. Candidates learn that it is with and through language that children learn, think, and express information, ideas, perspectives, and questions orally and in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster oral and written language development for all children, including discipline-specific academic language. Candidates learn to express interest in and attend to children's verbalizations and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing children's language, including their knowledge of how language works. Candidates learn to support children's oral and written language development, including vocabulary

varied forms of language and to respond attentively to children's use of language. They will promote students' oral and written language development by attending to vocabulary knowledge while introducing and strengthening grammatical structures. Interns will conduct instruction that leverages students' existing linguistic repertoires, including home language dialect, and that accepts and encourages translanguaging. Additionally the interns will learn the effective teaching of vocabulary both indirectly through rich and varied language experiences, frequent independent reading, and word play/word consciousness and directly through the explicit teaching of general academic and discipline-specific terms and independent word-learning strategies. Additionally, interns will enhance language development by engaging students in the exploration and/or creation of diverse print, oral, digital, and multimedia text.

Links to provide evidence of concepts in PK-3 program development:

[Language Development](#)

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Oral and written language](#)

[Vocabulary Development and Writing](#)

[Play-based learning for language development](#)

[Values children's existing linguistic repertoires](#)

[Promotes multilingualism and addresses multiliteracy](#)

[Effective teaching of vocabulary](#)

[Planning instruction based on formal and informal assessments](#)

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word-learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate children's learning of complex sentence and text structures and emphasizes that children enrich their language as they listen, speak, read, and write; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, and other communications; understanding of children's English language proficiency; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences

In the RCOE PK-3 Credential coursework and clinical practice interns will develop students' effective expression as they write, discuss, present, and use

address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and discussion partners; presenters; and writers; and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to help children identify effective expressions in what they listen to, view, and read, as they examine the words, images, and organizational structures of written, oral, or visual text. Through the program, candidates learn to teach children to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help children communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages children's existing languages and dialects, including translanguaging, and that promotes effective

language conventions. They will engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. The interns will teach students to provide feedback to peers through oral and written communications. The interns will also teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Additionally the interns will introduce and help to develop students' use of keyboarding, technology, and multimedia, as appropriate, in spelling, handwriting, and other language conventions to support writing and presentations.

Links to provide evidence of concepts in PK-3 program development

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Conversational learning](#)

[Effective expression and turn-taking](#)

[Effective communication](#)

[Valuing the home language](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Vocabulary Development and Writing](#)

[Writing-rich environments](#)

[Modeling writing](#)

[Organization and mechanics](#)

[Writing process](#)

[Technology assistance in writing](#)

[Self and peer feedback in revision](#)

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expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/ printing and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills.

Candidates learn to support children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Additionally, candidates learn to teach children to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes

<p>of opinion, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to engage children in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, or other communications; and the integration of effective expression with other themes.</p>	
<p>7e. Content Knowledge</p> <p>Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators to plan and implement instruction that maximizes children's development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice the interns will promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital text and multimedia, discussions, experimentation, hands-on exploration, and wide and independent reading. They will teach students to navigate increasingly complex literary and informational texts relevant to discipline, research questions of interest, and convey knowledge in a variety of ways. Additionally they will promote digital literacy and the use of educational technology including the ability to find, evaluate, use, share, and analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship using CA Digital Learning Intergration and Standards Guidance as a reference.</p> <p>Links to provide evidence of concepts in PK-3 program development Content Knowledge RICA Seminar Part 1 RICA Seminar Part 2 Student self-assessment of learning</p>

knowledge enhances literacy development, it also serves to motivate many children, particularly when the content relevance is clear, reflects and values children's diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through print and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all children. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as children navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to their age and development. The

[Integration of knowledge across disciplines](#)

[Collaboration with peers in lesson development](#)

[Student-driven learning](#)

[Multimedia Instructional ULD](#)

[Digital citizenship](#)

[Ways to Support Students with Constructed Response Reading Questions](#)

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<p>program also teaches wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship in ways that are appropriate for children's age and development. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.</p>	
<p>7f. Literacy Instruction for Children with Disabilities</p> <p>Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children and to work effectively within co teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice the interns will monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. They will understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Additionally, the interns will understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language: plan and provide supplemental instruction and inclusive settings; and initiate referrals for students who need more intensive support. Two resources that are used as a guide for curriculum design are CA Guide for Educating EL with Disabilities and California's Progress Toward Achieving ONE SYSTEM - Services and Resources.</p> <p>Links to provide evidence of concepts in PK-3 program development</p>

children. Candidates learn and practice how to collaborate with families and guardians as well as with other teachers, specialists, and administrators from the school or district to gain additional assessment and instructional support for children. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.¹⁰

The program incorporates the *California Dyslexia Guidelines* through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate

[Understanding disabilities and their impact on literacy](#)

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Differentiated learning and accommodations](#)

[Inclusive classroom models](#)

[Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)

[Language development compared to language disability](#)

[Dyslexia guidelines](#)

[Standards-based instruction for children with special needs](#)

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<p>structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.</p>	
<p>7g. Integrated and Designated English Language Development</p> <p>Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which children identified as English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards, Preschool Learning Foundations, (or other content standards), and ELD standards in tandem¹² to plan instruction that advances English learner students' academic</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the Interns will provide instruction in English Language Development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. They will also understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. The interns will use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Additionally the interns will provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p> <p>Links to provide evidence of concepts in PK-3 program development</p> <p>Pre-Service ELL 116 English Learners Knowledge and Skill</p> <p>ELD integration into all content instruction</p> <p>RICA Seminar Part 1</p> <p>RICA Seminar Part 2</p> <p>ELD Standards and Multilingual Learners</p> <p>Planning, Teaching, and Learning: Dual Language Development</p> <p>Cultural and linguistic assets of students and their families</p> <p>Integrated and designated ELD</p> <p>ELA/Literacy standards</p> <p>Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?</p> <p>Preschool Learning Foundations</p>

and language development, strengthening their abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works. The program also prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to children's proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in designated ELD in ways that support content instruction, building into and from specific topics of study. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

[ELD standards](#)

[Designing Instruction for ELA/ELD students](#)

[Principles and practices of effective standards-based instruction for Culturally and Linguistically diverse students](#)

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7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy Teaching Performance Expectations

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and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings¹³ provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their children.

Standard 8: Effective Mathematics Instruction for All Students

The credential program's coursework and supervised field experiences include the study of effective means of teaching mathematics to young children, consistent with the State Board adopted [K-3 Mathematics Standards](#) and [Framework](#) and the [Preschool Learning Foundations](#) and [Curriculum Framework](#). Coursework and supervised field experiences prepare teachers to model mathematical thinking, inquiry, practice, and processes in their classrooms and to engage in mathematics teaching and learning in a mutually respectful manner with students¹.

In the RCOE PK-3 Credential coursework and clinical practice, the intern examines the purposes, scope, sequences, materials, and methodology of teaching mathematics in early childhood and elementary schools. The PK-3 credential program helps the candidates develop skills in planning, instructing, and assessing understanding of mathematical concepts in the PK - 3rd grade classroom. The PK-3 credential program examines the early childhood and elementary school mathematics curricula, how children learn mathematics, methods and strategies appropriate for teaching the many topics in mathematics. Students will be introduced to national and state standards for PK-3 mathematics, and learn how to teach according to these standards. The PK-3 credential program course of study and clinical practice includes the topics of using manipulatives and technology in teaching mathematics, learning theories, adaptations for diverse learners, and the investigation of standards-based curricula.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.

Links to provide evidence of concepts in PK-3 program development
[Teaching and Learning: Mathematical Concepts in PK-3](#)
[Modeling - Mathematical Thinking, Inquiry, Practice & Process](#)
[Respectful Mathematics Instruction](#)

<p>Coursework and supervised field experiences prepare candidates to draw on and extend children's prior mathematical knowledge, understandings, and capabilities. The program prepares candidates to build positive relationships with children that help candidates understand children's mathematical understandings and provide appropriate learning activities and experiences that build on children's developing mathematical capabilities. The program prepares candidates to use their knowledge of individual children to meet them where they are developmentally and provide the support needed to sustain their progress.</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the intern candidates are prepared to understand, draw on, and extend children's prior mathematical knowledge, understandings, and capabilities and meet them where they are developmentally and provide the support needed to sustain their progress.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development Understanding students and their prior mathematical knowledge PK-3 mathematical learning environment Engaging PK-3 mathematical learning Assessments in PK-3 mathematic environments Developmental levels</p>
<p>Coursework and supervised field experiences prepare candidates to draw on and extend children's prior mathematical knowledge, understandings, and capabilities. The program prepares candidates to build positive relationships with children that help candidates understand children's mathematical understandings and provide appropriate learning activities and experiences that build on children's developing mathematical capabilities. The program prepares candidates to use their knowledge of individual children to meet them where they are developmentally and provide the support needed to sustain their progress.</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the intern candidates are prepared to understand, draw on, and extend children's prior mathematical knowledge, understandings, and capabilities and meet them where they are developmentally and provide the support needed to sustain their progress.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development Conceptual understandings in mathematics Tools and strategies for developing mathematical concepts Grouping strategies Mathematics in daily life and activities Differentiation of instruction</p>
<p>Candidates learn to provide learning activities and opportunities for children to figure out</p>	<p>In the RCOE PK-3 Credential coursework and clinical practice, the intern candidates learn that young children's development of mathematical concepts are</p>

<p>different ways to solve problems on their own or with classmates, and to explain or show how they arrived at their solution to the problem. Programs emphasize the importance of observing, listening, and reflecting on children's mathematical thinking and discourse and asking questions, posing new learning activities and opportunities, and providing a variety of tools to further surface and build on children's mathematical thinking. Candidates learn to ask children questions to elicit children's thinking and problem-solving processes as they engage in math activities.</p>	<p>increased and strengthened through experiences where the students can explore through inquiry and play based learning.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development Observation and Inquiry Playbased learning Problem solving strategies</p>
<p>Coursework and supervised field experiences prepare teachers to facilitate children's learning in all of the critical strands of mathematics in the areas of 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry. For all strands and across all grade levels PK-3 (Appendix D), the program provides teachers with effective ways to both engage children in <i>thinking</i> about mathematics while they <i>do</i> mathematics, and help children develop confidence in their mathematical skills. The program assists teachers to learn to help children develop increasingly complex mathematical understandings and skills consistent with the progression of the mathematics strands identified in the K-3 Mathematics Standards and Framework and the</p>	<p>In the RCOE PK-3 credential coursework and clinical practice, our candidates learn the key strands identified in the K-3 Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework, of the mathematical concepts within the PK-3 setting. The RCOE PK-3 credential program provides the candidates with effective ways to work with their students in developing mathematical reasoning skills and processes while assisting their students in developing confidence in their mathematical abilities. The program assists candidates in deepening their understanding in ways to help their students develop increasingly complex mathematical understandings and skills consistent with the progression of the mathematics strands.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development Number and operations Mathematical thinking Algebra and functions Measurement and data analysis Geometry</p>

<p><u>Preschool Learning Foundations</u> and <u>Curriculum Framework</u>.</p>	
<p>Through coursework and supervised field experiences, candidates learn that deep mathematical thinking and learning occurs and is supported through promoting multiple modes of communication about mathematics, including language, gestures, movement, use of a variety of tools, writing, art, and other modalities, thereby allowing all children, including English learners and children with disabilities, opportunities to express their mathematical development in meaningful and comprehensible ways.</p>	<p>In the RCOE PK-3 credential coursework and clinical practice, interns learn to facilitate the deep mathematical thinking and learning that occurs and is supported through developing and promoting their own and the children's use of multiple modes of communication about mathematics.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development <u>Communication through multiple modes</u> <u>English learner and dual language learners</u> <u>Children with learning differences</u></p>
<p>The program prepares candidates to build positive relationships with children that help candidates understand children's mathematical understandings and engage in mathematics teaching and learning in a mutually respectful manner with students.³</p>	<p>In the RCOE PK-3 credential coursework and clinical practice, the candidates explore their own mathematical bias to help early educators in creating a respectful, engaging, positive learning environment for their young students just entering their mathematics career.</p> <p>Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice.</p> <p>Links to provide evidence of concepts in PK-3 program development <u>Positive relationships around mathematics learning</u> <u>Developing positive mathematical mindsets</u></p>
<p>Standard 9: Induction Individual Development Plan</p>	
<p>Before exiting the preliminary program, Interns, district employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of</p>	<p>At the beginning of each semester, Interns will have a <u>Triad meeting</u> with their Practicum Supervisor, Site Mentor, and Site Administrator to discuss strengths and areas for growth. The purpose of the triad meeting is to broaden the intern's perspectives, consider strengths as well as opportunities for continual growth,</p>

<p>recommendations for professional development and growth in the Intern's clear program.</p>	<p>and support their attainment of goals. It is during this process and soon after, where interns will complete their self-assessment and add it to their e-portfolio that Interns will create at the beginning of the Intern Program. During Practicum Hours, Interns will receive support in developing and growing within the goals Interns have set for themselves. It is through their formal observations and course work that Practicum Supervisors, Instructors, and Site Mentors will provide formative information to Interns regarding their progress towards the credential.</p> <p>During the Fourth Triad Meeting, Interns will discuss strengths and areas of growth via an Individualized Development Plan (IDP). Interns use an Individual Development Plan as an assessment tool from the teacher preparation program to an induction program to highlight TPE strengths and TPE areas of professional growth.</p>
<p>The plan is a portable document archived by the preliminary program and provided to the Intern for transmission to the clear/induction program.</p>	<p>All courses and coursework for the PK-3 Intern Program are housed in our Canvas online platform. Although each Intern will have an e-portfolio, it will be the responsibility of the Intern to submit all documents to CANVAS. Interns will upload a completed copy of the ILP as part of their course assignments. Interns retain access to all courses and coursework for two years after they complete the PK-3 Intern Program. This allows Interns to access their ILP and share it with their Induction Program Coordinator and Induction Mentor. RCOE retains all course assignments and required documents for all Interns.</p>