



San Diego County Office of Education
Designated Subjects Consortium, Credential Program



Career Technical Education (CTE)
Adult Education
Special Subjects
Supervision & Coordination

Program Handbook
Updated 2021

We are committed to exceptional customer service in support of SDCOE's mission to inspire and lead innovation in education. Our commitment spans three distinct areas: people first, quality service, and continuous improvement.

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Welcome to SDCOE's Designated Subjects Consortium (DSC). This program is housed within the [Teacher Effectiveness and Preparation Unit](#) in the Human Resources department at SDCOE. As a department, we are committed to exceptional customer service in support of SDCOE's vision and beliefs through quality service and continuous improvement that puts people first.

The Teacher Effectiveness and Preparation Unit is particularly focused on how our programs impact teaching and learning for all students. Stakeholder feedback and data from the field, both quantitative and qualitative, are an important component of continual improvement, which ensures delivery of the highest quality programs that meet the needs of our clients. To do this, we work with our stakeholders including program participants, district leaders, university partners, and program instructors to continuously collect feedback around candidate experiences and program impact on students.

The Designated Subjects Consortium is accredited by the California Commission on Teacher Credentialing (CTC). The CTC requires that all accredited programs ensure program candidates receive instruction that touches on a multitude of topics related to teaching and learning. To that end, we have designed an online model of delivery that provides the most relevant instruction for Designated Subjects/Career Technical Education (CTE) teachers working in schools across the state to impart their industry knowledge and experiences within the K-12 and adult education settings.

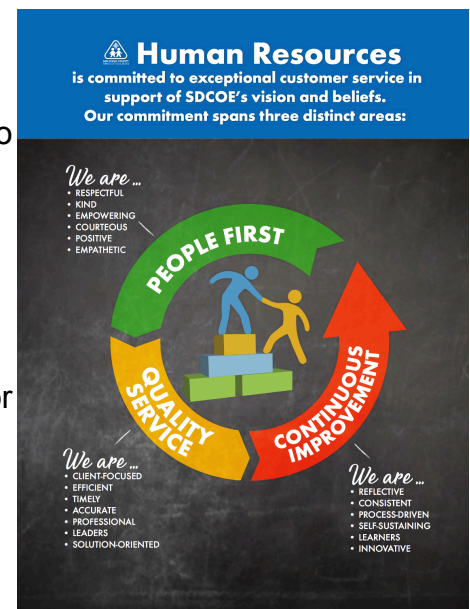
We thank you for working with our team and look forward to our continued work together!

Sincerely,

Sheiveh Jones, Ed.D.

Director

Teacher Effectiveness and Preparation



Team Directory

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Routes to a California Credential

The California Commission on Teacher Credentialing (CTC) requires all public school teachers to hold a California teaching credential. This includes charter school teachers. There are multiple routes to attaining a teaching credential: **traditional, internship, designated subjects**. Designated subjects credentials are an alternative route for experienced industry professionals to become credentialed teachers.

The **traditional route** to attaining a credential in California involves taking graduate courses, followed by completing fieldwork (student teaching), and passing the Teacher Performance Assessment. Upon completion of this traditional route, the teacher preparation program recommends a candidate for a **preliminary credential** which is good for 5 years while the candidate begins a teaching job and enters into a teacher induction program. Teacher induction is a two year program where a candidate is paired with a mentor who supports and

coaches the candidate. Throughout the two years, the candidate develops an individual learning plan and engages in action research to address professional growth.

An **internship** allows a candidate to complete fieldwork (student teaching) and courses at the same time. The candidate must also pass the Teacher Performance Assessment at which time a recommendation for a preliminary credential is made. Whereas in a traditional program a student teacher is not paid, an internship is a paid position. Upon completion of an intern program, the teacher preparation program recommends a candidate for a **preliminary credential** which is good for 5 years while the candidate begins a teaching job and enters into a teacher induction program. Teacher induction is a two year program in which a candidate is paired with a mentor who supports and coaches the candidate. Throughout the two years, the candidate develops an individual learning plan and engages in action research to address professional growth.

Any candidate participating in the traditional or internship routes must meet initial requirements including holding a bachelor's degree, completing the basic skills exam, completing subject matter competence, obtaining fingerprint clearance, and completing a U.S. Constitution and Health Education course. There are oftentimes required prerequisite courses that must also be taken prior to entering into the program.

A **designated subjects credential** is an **alternative route** to credentialing that allows experienced industry professionals to seek out a teaching position *first* and then attain a teaching credential. Instead of completing coursework to attain a **preliminary credential**, a candidate must first find a teaching position in a school where the teaching assignment requires a designated subjects/CTE credential. Once employment is obtained, the candidate will then work with the district to apply for a preliminary credential through SDCOE's Designated Subjects Consortium by submitting an application and evidence of meeting initial requirements.

SDCOE Designated Subjects Consortium (DSC)

The Designated Subjects Consortium is sponsored by SDCOE to offer four distinct credentialing programs within designated subjects:

- 1) Career Technical Education (CTE): Requires industry experience.
- 2) Adult Education: Requires industry experience and/or education.
- 3) Special Subjects: Requires industry experience and/or education.
- 4) Supervision and Coordination: Requires a clear designated subjects credential and is often an employer requirement.

CTE

A CTE credential allows an industry professional from any of the sectors below to attain a credential:

- Agriculture and natural resources
- Arts, media, & entertainment
- Building & construction trades
- Transportation
- Business & finance
- Education, child development, & family services
- Energy, environment, & utilities
- Engineering & architecture
- Fashion & interior Design
- Health science & medical technology
- Hospitality, tourism, & recreation
- Information & communication technologies
- Manufacturing & product design
- Marketing, sales, & services
- Public services

Adult Education

An adult education credential allows a candidate to teach in the following areas:

- Adults with disabilities
- Career technical education
- Citizenship
- Elementary basic skills
- English as a second language
- Health and safety education
- High school subjects
- Home economics education
- Older adult programs
- Parent Education

Special Subjects

Special subjects include:

- Aviation flight/ground instruction
- Basic military drill
- Reserve officers training corps (ROTC)

Initial Requirements

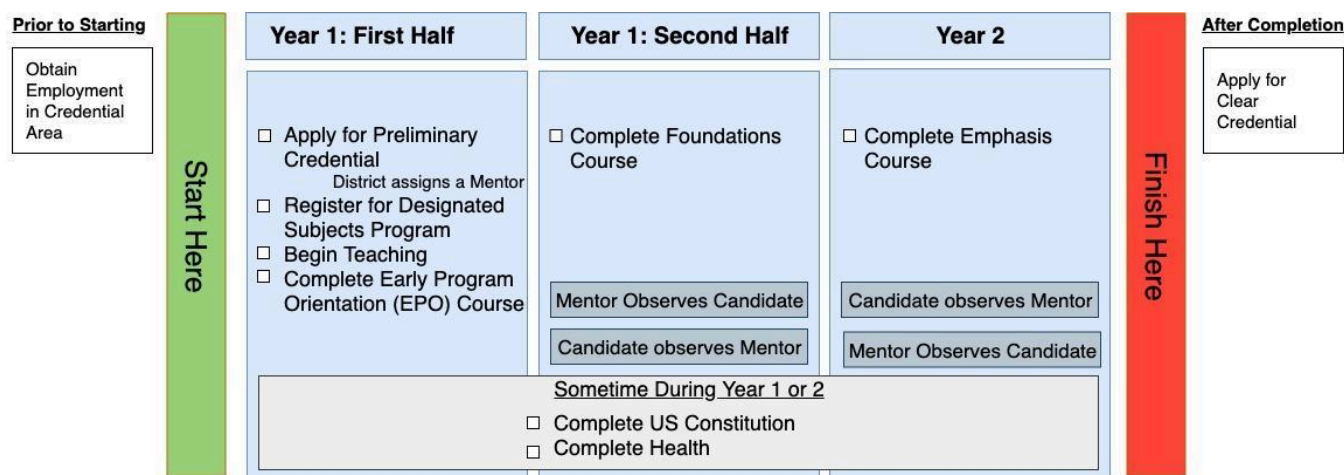
The initial application packet for the preliminary credential varies slightly depending on the credential area. Please work with your district/school credential technician to ensure your application packet is complete. **The application packet must be submitted to your employer's human resources credential technician who will forward it to our office for processing.**

A checklist for each of the designated subjects credential areas is listed below. However, please click on the corresponding links to find the most current application materials, requirements, and explanations..

Career Technical Education	☐ CTC preliminary application ☐ Program application ☐ Livescan fingerprinting ☐ Candidate memorandum of understanding ☐ High school diploma or equivalent ☐ Three years (*3,000 hours) of work experience <i>* A minimum of 1000 hours within a 12 month period = 1 year of industry experience</i> ☐ SDCOE is no longer collecting the \$100.00 fee as we move to online recommendations for CTE credentials. Payment will be required once the online recommendation is made by SDCOE via an email sent by the CTC. (For CTE credential ONLY, 4.13.2020)
Adult Education	☐ CTC preliminary application ☐ Program application ☐ Livescan fingerprinting ☐ Candidate memorandum of understanding ☐ Recommendation from appropriate agency ☐ High school diploma ☐ \$100 cashier's check or money order payable to the CTC Academic Subjects • Copy of CBEST Card or Basic Skills Requirement • Official Transcripts – showing Bachelor's degree or higher AND relevant coursework. Please refer to regulations for required units. General (non-academic) Subjects <i>Verification of three Years of Work Experience* (including Recency**)</i> • Verification of Employment – Letters on company letterhead, that contains; the relationship of the person signing the verification, beginning and ending dates of employment,

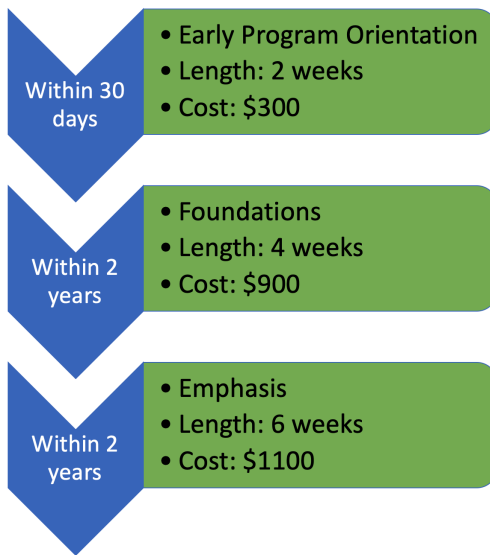
	complete description of job duties, and a statement as to whether or not the employment was full-time. If the employment was for less than full time, the letter needs to give an accounting of the number of hours worked. • Official Transcripts – showing relevant coursework (48 semester units equals two years of experience) • Advanced Industry Certifications (can equal 1 year of experience) • Verification of General Education Teaching Experience (can equal one year of experience) *at least one year must be hands-on experience **Recency = one year within the last five years, or two years within the last 10 years
Special Subjects	☐ CTC preliminary application ☐ Program application ☐ Livescan fingerprinting ☐ Candidate memorandum of understanding ☐ Verification of 4 years experience-if ROTC, verification must be verified by branch of service ☐ Recommendation from appropriate agency ☐ High school diploma ☐ Official transcripts showing US Constitution ☐ \$100 cashier's check or money order payable to the CTC

Once these items are submitted, the candidate is recommended for a preliminary credential and must enroll in the first course within 30 days of the first day of teaching. The image below depicts the two year journey of a candidate from obtaining employment to clearing the credential.



Course Requirements and Costs

First-time preliminary credential holders must complete the following sequence of courses within two years of applying for the preliminary credential. The cost of the program is \$2300 and is set up to pay as enrolled in each class. The registration link for the first course is emailed to the candidate once they are recommended for a preliminary credential. As each course is successfully completed, a certificate of completion is emailed to the candidate along with the registration link for the next required course. Course registration will close at 4:00pm on the Wednesday prior to the course start date.



Candidates who already hold a clear credential (Multiple Subjects, Single Subject, Education Specialists, or Designated Subjects) complete only one course titled *Core*. The cost of this course is \$700 and the length of the course is 6 weeks. Candidates who fall under this category must teach in the CTE/Adult Ed. assignment for one year and complete the course in order to clear their CTE credential.

Candidates who already hold a preliminary credential (Multiple Subjects, Single Subject, or Education Specialists) and are actively participating in a teacher induction program, must take Early Program Orientation, attain their clear credential, take Core, and teacher for one year to clear their DS credential.

The CTC requires that all candidates have the following in order to clear a preliminary credential:

- U.S. Constitution
- Health Education
- CPR Certification (included Infant/Child/Adult skills)

A review of your transcripts can verify completion of the U.S. Constitution and Health Education requirements. If you do not meet these requirements, SDCOE also offers online courses in both U.S. Constitution and Health Education at an additional cost.

Financial Assistance

The DSC program does not offer financial aid. However, the program collaborates with Schools First Credit Union to find the best loan product available to educators. Schools First Credit Union offers fixed-rate [Special Curriculum Loans](#) designed to assist with tuition.

SDCOE is not approved for [VA benefits or GI Bill](#) as SDCOE does not meet the requirements to accept such funding.

University Credits

Please be aware that you can earn college credit through [University of Massachusetts Global](#) for the courses that you complete. The fee for college credits is paid directly to University of Massachusetts Global by the candidate. EPO does not qualify for university credits, but the other courses do. Units must be purchased during your participation in the corresponding course or *within 1 year of completing the course. These credits are known as "professional development" credits. For information on whether this may benefit you in your place of employment, please contact your human resources department. Attaining university credits will not impact your ability to earn a credential through the SDCOE program.

Mentor Requirement

Throughout the two years in the program, the candidate and mentor will collaborate to complete observation cycles which will be submitted within the candidate coursework as an assignment. Each observation cycle includes a pre-observation conversation, an observation, and a post-observation conversation. This is designed to promote dialogue between the mentor and the candidate about what to observe, what was observed, and what are the areas of strength and growth moving forward. The cycles look like this:

- a. Early Program Orientation (EPO): The candidate will provide the mentor name and contact information to the instructor. The candidate will plan future observations with the mentor.
- b. Foundations Course:
 - The mentor observes the candidate. Through this observation, they discuss areas of strength and focus.

- Using the identified area of focus, the candidate observes the mentor teaching, or the candidate (preferably with the mentor) observes another teacher who the mentor highly recommends observing. During the observation, the candidate looks for strategies specific to the area of focus.
- c. Emphasis Course:
- Using the previous observation and strategies already implemented to address the area of focus, the candidate once again observes the mentor teaching, or the candidate (preferably with the mentor) observes another teacher who the mentor highly recommends observing. During the observation, the candidate looks for strategies specific to the area of focus.
 - The mentor or site administrator observes the candidate and together they discuss areas of strength and areas of focus moving forward beyond the program.

Course Descriptions

Early Program Orientation (EPO)-2 weeks, [0 credits: University of Massachusetts Global Units](#)

The Designated Subjects Program Overview/Early Orientation Course introduces candidates to program requirements for a clear credential in CTE and provides a context-based exposure to the theory, strategies and practice of understanding, planning for and meeting the unique needs of students in a CTE educational environment. Through two facilitated modules, candidates will review the specific program requirements. Candidates will learn about relevant theory and practice that supports learning in a variety of pathway settings. Readings and video content will address issues of equity, linguistic development, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they complete required tasks. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers in each module and submit them privately to the instructor for personal feedback.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1:

Candidates will form a learning community by introducing themselves in video and explore the specific requirements for a clear credential in CTE. PLEASE NOTE: Module 1 is fairly "light" in content to give you time to get acclimated to the technology and format. Module 2 is rich with content and will take more time to view so feel free to work ahead or plan your time accordingly. Also, be sure to scroll down on EVERY page to be sure you aren't missing important content.

Module 2:

Candidates will put their knowledge of students' specific interests and needs to work by crafting a flyer to market their CTE course to prospective students focusing on high-interest projects and industry connections.

Goals and Objectives:

Upon completion of this course, candidates will be able to:

- Appreciate the range of cultural contexts and family experiences that students bring to school, their needs and challenges, and the assets they contribute
- Review a range of pedagogical methods that educators have developed and used to support learning
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support all learners in a project based classroom
- Observe how teachers apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design
- Explore a range of Project Based Learning and cooperative group strategies that support and offer access to the core curriculum for all learners
- Participate in a community of learners

Foundations-4 weeks, [3 credits: University of Massachusetts Global Units](#)

The Designated Subjects Foundations Course introduces candidates to the fundamental precepts and practices of education. The course provides an overview for teachers of learning concepts and developmental skills as they relate to CTE and Adult Education. The primary

objective of this course is to provide new teachers an introduction to the field of education. Instructional methodology, strategies, pedagogy and andragogy include an emphasis on teaching English Learners and students with special needs.

The course content is delivered primarily through video, weblink and narrative text. In order to ensure all candidates are knowledgeable regarding fundamental philosophies/theories, practices, and legal requirements of education in the United States, the Foundations Course (FC) is mandatory for all candidates new to teaching. This course provides an overview of the historical background of education in America and the pathway to the Common Core State Standards (CCSS) and 21st Century Skills required by schools and the workplace today.

Candidates will learn about scaffolding instruction in order to meet the needs of all students, including English language learners (ELLs) and students with special needs in relation to Career Technical Education (CTE) and Adult Education. This instruction fulfills the requirements of the California Commission on Teacher Credentialing (CCTC) Program Standards 6, 9, 10, 13, and 14.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1: The Pathway to 21st Century Learning

Module 2: Topics in Education and the Classroom Environment

Module 3: Engaging and Supporting Students in Learning

Module 4: Assessment

Goals and Objectives:

Upon completion of this course, candidates will be able to:

- Explore the history of education in the United States
- Understand the impact demographic and socio-economic changes have had on modern educational practice
- Study the legal, social, political, ethical, and economic sides of education and how it impacts English Learners and students with special needs
- Understand how Specially Designed Academic Instruction in English (SDAIE) helps facilitate comprehension for English Learners
- Explore the value of adapting curriculum to meet the needs of students with special needs
- Study key researchers in education like Skinner, Piaget, Vygotsky, Maslow, Gardner, Bloom, and Dewey

- Demonstrate awareness of professional standards and ethical behaviors
- Explore the CSTPs and the TPEs and how they demonstrate effective teaching

Adult Ed Emphasis-6 weeks, [5 University of Massachusetts Global Units](#)

The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment. Through six facilitated modules, candidates will explore the social, emotional, and instructional needs that define Adult Learners. Candidates will learn about relevant theory and practice that supports learning and provides access to the core academic curriculum. They will understand the historic and cultural issues that may impact student learning. Readings and video content will address issues of equity, history, linguistic development, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they complete required tasks. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers in each module and submit them privately to the instructor for personal feedback.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1: Working in partner teams, teacher candidates will put their initial learning to immediate practice by developing original Adult Learner student profiles, including cultural and community histories, to form a class roster.

Module 2: Teacher candidates will put their knowledge of students' specific needs to work by extending their student profiles exploring issues like: culture, learning style, abilities/disabilities, language skills, learning preferences, etc. They will also begin their preparations for observing their mentor teacher and site CSTP strategies that are implemented.

Module 3: Candidates will research classroom procedures, environmental design and the special needs of English Learners, students with disabilities as well as the

unique issues facing Adult Learners. They will get the chance to observe their mentor teacher (or highly qualified teacher recommended by their mentor). They will also learn about safety concerns and then use their knowledge to create an individual subject specific classroom arrangement using the partner team as a coaching model.

Module 4: Using the peer coaching model in their partner teams, candidates will demonstrate their knowledge of Backwards Design by each designing a 3 Day Project that addresses their students' interests and needs.

Module 5: After learning what the research says about SDAIE and other instructional strategies effective with English Learners, Adult Learners, Gifted Learners and students with disabilities, the partner teams will use a peer coaching model to apply their knowledge by choosing specific instructional strategies to meet the needs of their specific students.

Module 6: After reviewing relevant research and best practices regarding feedback and learning, candidates will practice their skills by creating rubrics and by performing a reflection on their own teaching from notes made by their mentors during an evaluation of their teaching. Finally, candidates will demonstrate their overall learning, metacognitively and reflectively in their individual Presentation of Learning.

Goals and Objectives:

Upon completing this course, teacher candidates will be able to:

- Connect the historical context of Adult Learner issues to modern public education
- Appreciate the range of cultural contexts and family experiences that Adult Learners bring to school, their needs and challenges, and the assets they contribute
- Understand a range of andragogical methods that educators have developed and used to support learning
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support Adult Learners in a project based classroom
- Apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design
- Use Project Based Learning and cooperative group strategies to support and offer access to the core curriculum for Adult Learners
- Participate in a community of learners

CTE Emphasis-6 weeks, [5 University of Massachusetts Global Units](#)

The Designated Subjects CTE Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of learners in an educational environment.

Through six facilitated modules, candidates will explore the social, emotional, and instructional needs that define individual learners. Candidates will learn about relevant theory and practice that supports learning and provides access to the core academic curriculum. They will understand the historic and cultural issues that may impact student learning. Readings and video content will address issues of equity, history, linguistic development, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they complete required tasks. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers in each module and submit them privately to the instructor for personal feedback.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1:

Teacher candidates will put their initial learning to immediate practice by developing original student profiles, including cultural and community histories, to form a class roster. Teacher will connect with their mentor teacher to set up an observation opportunity to be completed within the first half of the course.

Module 2:

Teacher candidates will put their knowledge of students' specific needs to work by extending their student profiles exploring issues like: culture, learning style, abilities/disabilities, language skills, learning preferences, etc.

Module 3:

Candidates will research classroom procedures, environmental design and the special needs of English Learners, students with disabilities as well as the unique issues facing gifted

Learners. They will also learn about safety concerns and then use their knowledge to create an individual subject specific classroom arrangement. They will need to complete their observation report and make connections to their teaching and goals.

Module 4:

Candidates will demonstrate their knowledge of Backwards Design by each designing a 5 Day Project that addresses their students' interests and needs.

Module 5:

After learning what the research says about SDAIE and other instructional strategies effective with English Learners, Gifted Learners and students with disabilities, the partner teams will use a peer coaching model to apply their knowledge by choosing specific instructional strategies to meet the needs of their specific students.

Module 6:

After reviewing relevant research and best practices regarding feedback and learning, candidates will practice their skills reviewing their colleague's 5 Day Projects and Instructional Strategy Plans. Finally, candidates will demonstrate their overall learning based on a reflection from their personal evaluation by a mentor .

Goals and Objectives:

Upon completing this course, teacher candidates will be able to:

- Connect the historical context of specific learner issues to modern public education
- Appreciate the range of cultural contexts and family experiences that students bring to school, their needs and challenges, and the assets they contribute
- Understand a range of pedagogical methods that educators have developed and used to support learning
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support all learners in a project based classroom
- Apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design
- Use Project Based Learning and cooperative group strategies to support and offer access to the core curriculum for all learners
- Participate in a community of learners
- Receive valuable ideas and feedback through the observation/evaluation process

Adult Ed Core-6 weeks, [5 University of Massachusetts Global Units](#)

The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment. This program is designed to support clear California single subject and/or multiple subject credential holders with transitioning to Adult Education.

Through six facilitated modules, candidates will explore the social, emotional, and instructional needs that define Adult Learners. Candidates will learn about relevant theory and practice that supports learning and provides access to the core academic curriculum. They will understand the historic and cultural issues that may impact student learning. Readings and video content will address issues of equity, history, linguistic development, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they participate in partner teams to complete five team Projects and two individual Projects. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers for each module and submit them privately to the instructor for personal feedback.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1:

Working in partner teams, teacher candidates will put their initial learning to immediate practice by developing original Adult Learner student profiles, including cultural and community histories, to form a class roster.

Module 2:

Working in partner teams, teacher candidates will put their knowledge of students' specific needs to work by extending their student profiles exploring issues like: culture, learning style, abilities/disabilities, language skills, learning preferences, etc.

Module 3:

Candidates will research classroom procedures, environmental design and the special needs of students with disabilities as well as the unique issues facing Adult Learners. They will also learn about safety concerns and then use their knowledge to create an individual subject specific classroom arrangement using the partner team as a coaching model.

Module 4:

Using a peer coaching model in their partner teams, candidates will demonstrate their knowledge of Backwards Design by each designing a 3 Day Project that addresses their students' interests and needs.

Module 5:

After learning what the research says about SDAIE and other instructional strategies effective with English Learners, Adult Learners, Gifted Learners and students with disabilities, the partner teams will use a peer coaching model to apply their knowledge by choosing specific instructional strategies to meet the needs of their specific students.

Module 6:

After reviewing relevant research and best practices regarding feedback and learning, candidates will practice their skills reviewing their colleague's 3 Day Projects and Instructional Strategy Plans. Finally, candidates will demonstrate their overall learning, metacognitively and reflectively in their individual Presentation of Learning.

Goals and Objectives:

Upon completing this course, teacher candidates will be able to:

- Connect the historical context of Adult Learner issues to modern public education
- Appreciate the range of cultural contexts and family experiences that Adult Learners bring to school, their needs and challenges, and the assets they contribute
- Understand a range of andragogical methods that educators have developed and used to support learning
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support Adult Learners in a project based classroom
- Apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design
- Use Project Based Learning and cooperative group strategies to support and offer access to the core curriculum for Adult Learners
- Participate in a community of learners

CTE Core-6 weeks, [5 University of Massachusetts Global Units](#)

The Designated Subjects CTE Core Course introduces candidates to the connections between the theories of learning, instructional strategies and project based learning, as they apply to Career Technical Education (CTE). This program is designed to support clear California single subject and/or multiple subject credential holders with transitioning to Career Technical education.

Through six facilitated modules, candidates will explore the social, emotional, and instructional needs that define the individual learners they will teach. Readings and video content will address issues of equity, history, linguistic development, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they participate in partner teams to complete five team Projects and two individual Projects. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers for each module and submit them privately to the instructor for personal feedback.

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

Module 1:

Working in partner teams, teacher candidates will review content specifically about students in the classroom, and develop a project utilizing technology. In addition, candidates will respond to standard 8 of the CTE standards by sharing specific strategies about one of the sub-standards, and designing a method to enhance their current strategies in a second sub-standard. This standard work is embedded in each module of this course.

Module 2:

Working in partner teams, teacher candidates will put their knowledge of students' specific needs to work by developing individual student profiles exploring issues like: culture, learning style, abilities/disabilities, language skills, learning preferences, etc.

Module 3:

Candidates will research classroom procedures, environmental design and the special needs of English Learners, students with disabilities as well as the unique issues facing gifted Learners. They will also learn about safety concerns and then use their knowledge to create an individual subject specific classroom environment using the partner team as a coaching model.

Module 4:

Using the peer coaching model in their partner teams, candidates will demonstrate their knowledge of Backwards Design by each designing a 3 Day Project that addresses their students' interests and needs.

Module 5:

After learning what the research says about SDAIE and other instructional strategies effective with English Learners, Gifted Learners and students with disabilities, the partner teams will use a peer coaching model to apply their knowledge by choosing specific instructional strategies to meet the needs of their specific students.

Module 6:

After reviewing relevant research and best practices regarding feedback and learning, candidates will practice their skills reviewing their colleague's 3 Day Projects and Instructional Strategy Plans. Finally, candidates will demonstrate their overall learning, metacognitively and reflectively in their individual Presentation of Learning.

Goals and Objectives:

Upon completing this course, teacher candidates will be able to:

- Connect the historical context of specific learner issues to modern public education
- Appreciate the range of cultural contexts and family experiences that students bring to school, their needs and challenges, and the assets they contribute
- Understand a range of pedagogical methods that educators have developed and used to support learning
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support all learners in a project based classroom
- Apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design
- Use Project Based Learning and cooperative group strategies to support and offer access to the core curriculum for all learners
- Participate in a community of learners

CTE and Adult Education *Portfolio-3 weeks, [2 University of Massachusetts Global Units](#)

The Designated Subject Portfolio Course provides the opportunity for candidates to demonstrate to the State of California that they've met the standards for the profession. The course addresses each standard first in checklist format and then delves deeper by inviting candidates to reflect on their learning and practice. Candidates are asked to provide evidence to demonstrate their mastery of a specific sub-standard of their choice. Candidates will then look forward by choosing new sub-standards and crafting a collection of inspired ideas that they hope to implement in the future. Candidates are encouraged to review the work of their colleagues as a source for these inspired ideas. ***Portfolio is required for credentials issued before December 2019 and will be phased out by November 2021.**

Plan on spending 10 - 12 hours weekly reading, reviewing all materials and completing assignments.

The designated subjects program includes an embedded study of SDAIE strategies. Upon successful completion of all program requirements, candidates will be recommended for a clear credential which will include an English Learner authorization.

Supervision and Coordination-6 weeks, [5 Brandman Units](#)

The Designated Subjects Supervision and Coordination Course provides a foundation for clear designated subjects credential holders who are pursuing a credential in Supervision and Coordination. Participants will review, discuss, and reflect upon the key components of the program guidelines 1 through 4.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning environment. Each module, 1 through 6, will establish a focus with content, discussion prompts, and a project. Finally, they will craft personal reflection papers within each module and submit them privately to the instructor for personal feedback.

Plan on spending 11 - 13 hours weekly reading, reviewing all materials and completing assignments.

Module 1:

Using their knowledge of effective advisory committee development and best practices for effective and productive meetings, candidates will articulate their working plan for their specific advisory committee. They will develop statements about the committee's purpose and priorities as well as develop an agenda for their next meeting.

Module 2:

Candidates will review their district's policies on hiring and recruiting staff. They will have the opportunity to actually observe a teacher, take evidence-based notes and craft talking points for a positive and supportive debrief meeting with the teacher. In addition, they will gather information about communication, coaching, and mentoring of teachers, for teachers who are new to teaching, and with veteran teachers in mind.

Module 3:

Candidates will research a variety of types of professional development, and then design PD for three teachers of their choice. They will also learn about what makes PD effective, and consider how to determine if the professional development teachers are receiving, is effective

Module 4:

Using their knowledge of budgets and budget items specific to CTE and/or Adult Ed, candidates will review an existing budget to determine budget considerations that impact their programs at their site or district. They will research direct information regarding either Perkins grants or the CTE Incentive Grant Program (for CTE programs) OR the WIOA grants (for Adult Education).

Module 5:

Candidates will consider what "Career and College Readiness" means and will research the standards associated with CTE pathways and Adult Education. They will research the student recruitment processes that occur within their district and describe how changes to these processes might impact student or adult enrollment.

Module 6:

After reviewing master scheduling and its potential impact on pathways, courses, and teachers, candidates will determine how to address the challenges specific to their district. They will culminate in a discussion and reflection of what is meant by, "putting it all together".

COURSE OBJECTIVES

Upon completion of this course, candidates will be able to meet the standards as written by the Commission of Teachers Credentialing.

- Introduce credentialed instructors to the basic theories and application of supervision.
- Provide a means for instructors to interact with another professional, sometimes one-on-one, to enhance their current practice and to provide additional support to CTE and Adult Education programs at their district or site.
- To fulfill state, district, and regional credentialing requirements.
- Enhance the instructor's leadership abilities through mentorship and coaching.

US Constitution and Health, [2 Semester Units University of Massachusetts Global](#), Official Transcripts required

The CTC requires candidates, that do not already have a Clear CA single, multiple or special education credential, have the following in order to clear a preliminary credential:

- U.S. Constitution
- Health Education
- CPR Certification (included Infant/Child/Adult skills)

A review of your transcripts can verify completion of the U.S. Constitution and Health Education requirements. If you do not meet these requirements, SDCOE also offers online courses in both U.S. Constitution and Health Education at an additional cost.

US Constitution Course (offered in conjunction with University of Massachusetts Global)

The Designated Subjects US Constitution Course provides a foundation for the study of the provisions and principles of the United States (US) Constitution. This is a course that is required for teaching credentials as outlined by the Commission on Teacher Credentialing (CTC). The California Education Code states that this requirement may be met by satisfactory completion of coursework or by examination.

The course content is delivered primarily through video, weblink and narrative text. A pre-test is given to provide a foundational understanding of the content and experience with the method by which a post-test or final examination will be given.

Participants will review and analyze the content information provided in the following six (6) sections:

- The Declaration of Independence
- The Constitution
- Branches of Government
- The Bill of Rights
- How Bills Become Laws
- The Electoral College

When participants have completed this review, they will then complete the required US Constitution examination provided at the end of this course.

GRADING POLICY:

Successful completion of the US Constitution examination will be the only grading provided in the course. A grade of 80% or higher will constitute successful completion

COURSE OBJECTIVES

Upon completion of this course, candidates will be able to demonstrate their understanding of the content listed above under “Course Outline”. This demonstration of understanding will be the successful completion of the US Constitution examination.

Health Course ((offered in conjunction with University of Massachusetts Global)

The Designated Subjects Health Education for Teachers course introduces candidates to the health issues in schools today. This course is designed to raise teacher awareness and examine the current health issues confronting today's educators. The course will introduce educators to resources within their individual communities as well as within the public school system. Candidates will reflect on the ways that this information connects to their practice as it applies to their own classrooms and schools. Topics will include those addressed by the Health Education Framework for California Public Schools. Specifically, topics will include: alcohol, tobacco, and other drugs, chemical dependency, nutrition, fitness, family life education, HIV/AIDS, conflict resolution, mental health, and maintaining a healthy school environment. This class is designed to satisfy the CCTC requirement for health education. Through three facilitated modules, candidates will review current information on these topics. Candidates will learn about current theory and practice that supports students as they may encounter a variety of health related issues. Readings and video content will address a variety of perspectives on these topics. This course embeds the conceptual learning of these issues in a Project Based Learning Model of its own.

The course content is delivered primarily through video, weblink and narrative text. Throughout the course, candidates will be actively involved in a vigorous and positive learning community as they complete three projects. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. In addition, they will test their understanding through interactive learning experiences in quiz and test format. Finally, they will craft personal reflection papers in each module and submit them privately to the instructor for personal feedback.

Module 1:

Candidates will form a learning community by introducing themselves in video and explore the resources available on their school site for nutrition, fitness, and school health law.

Module 2:

Candidates will put their knowledge of their local community and school site to work by adding to their resource lists with student accessible opportunities for issues relating to mental health, conflict resolution, bullying, contagious diseases, diabetes, and HIV/AIDS.

Module 3:

Candidates will continue to explore their local community and school site resources to locate student accessible opportunities for information on chemical dependency, and issues relating to alcohol, tobacco and other drugs.

PROGRAM OUTCOMES

All course outcomes are aligned with the standards developed by the California Commission on Teacher Credentialing ,the CSTP's (California Standards for the Teaching Profession) and from the Health Framework for California Public Schools.



Designated Subjects Course Offerings 2021



EPO: 2 week course

Session 1	January 18 – February 1
Session 2	February 15 – March 1
Session 3	March 15 - 29
Session 4	April 12 - 26
Session 5	May 10 - 24
Session 6	June 14 - 28
Session 7	August 16 - 30
Session 8	September 13 - 27
Session 9	October 11 - 25
Session 10	November 8 - 22

Foundations: 4 week course

- 2 required observations

Session 1	January 18 – February 15
Session 2	March 1 - 29
Session 3	April 12 – May 10
Session 4	May 24 – June 21
Session 5	August 23 – September 20
Session 6	October 4 – November 1

Emphasis: 6 week course

- 2 required observations

Session 1	January 18 – March 1
Session 2	March 15 – April 26
Session 3	May 10 – June 21
Session 4	August 23 – October 4
Session 5	October 18 – November 29

Portfolio: 3 week course

**Portfolio is required for credentials issued before December 2019 and will be phased out by December 2021. Session 7 is the last offering.*

Session 1	February 8 – March 1
Session 2	March 15 – April 5
Session 3	April 19 – May 10
Session 4	June 7 - 28
Session 5	August 9 - 30
Session 6	September 13 – October 4
Session 7	October 18 – November 8

Health Education: 3 week course

Session 1	February 8 – March 1
Session 2	April 19 – May 10
Session 3	September 13 – October 4
Session 4	November 1 - 22

U.S. Constitution: Continuous Enrollment

Please consult with Program Staff for course registration, fees and information.

Supervision & Coordination: 6 week course

Session 1	March 15 – April 26
Session 2	October 18 – November 29

Core: 6 week course

Session 1	January 18 – March 1
Session 2	March 15 – April 26
Session 3	May 10 – June 21
Session 4	August 23 – October 4
Session 5	October 18 – November 29

– The program requires two years of mentoring which is embedded within the coursework and verified by the employer upon completion.

– Candidates receive registration links from the program and MUST register and pay the course fee on or before 4pm, the Wednesday prior to the course start date.



Designated Subjects Course Offerings 2022



EPO: 2 week course

Session 1	January 17 – 31
Session 2	February 14 – 28
Session 3	March 14 - 28
Session 4	April 11 - 25
Session 5	May 9 - 23
Session 6	June 13 - 27
Session 7	August 15 - 29
Session 8	September 12 - 26
Session 9	October 10 - 24
Session 10	October 31 - November 14

Foundations: 4 week course

- 2 required observations

Session 1	January 17 – February 14
Session 2	February 28 - March 28
Session 3	April 11 – May 9
Session 4	May 16 – June 13
Session 5	August 22 – September 19
Session 6	October 3 – 31

Emphasis: 6 week course

- 2 required observations

Session 1	January 17 – February 28
Session 2	March 14– April 25
Session 3	May 9 – June 20
Session 4	August 22 – October 3
Session 5	October 10 – November 21

Health Education: 3 week course

Session 1	February 7 – 28
Session 2	April 18 – May 9
Session 3	June 6 - 27
Session 4	October 10 - 31

U.S. Constitution: Continuous Enrollment

Please consult with Program Staff for course registration, fees and information.

Supervision & Coordination: 6 week course

Session 1	May 9 – June 20
Session 2	October 10 – November 21

Core: 6 week course

Session 1	January 17 – February 28
Session 2	March 14– April 25
Session 3	May 9 – June 20
Session 4	October 10 – November 21

– The program requires two years of mentoring which is embedded within the coursework and verified by the employer upon completion.

– Candidates receive registration links from the program and MUST register and pay the course fee on or before 4pm, the Wednesday prior to the course start date.

DS Candidate Timeline Worksheet

The CTC requires that you teach under your preliminary credential in the area for which you are earning your clear credential for two years. SDCOE requires candidates to have a plan to complete all coursework within those two years.

Please use the table below, along with the course schedule, to plan course and program completion within the two year timeframe.

<i>Date of preliminary credential by the Designated Subjects Consortium?</i>		
<i>You must complete the program within <u>two years</u> of earning your preliminary credential. By when must you complete the program?</i>		
Course	Required	Course start date
<i>Early Program Orientation (EPO)-must be enrolled within 30 days of your first date of teaching. (2 weeks long)</i>	☐ Yes ☐ No	
<i>Foundations (4 weeks long)</i>	☐ Yes ☐ No	
<i>Emphasis (6 weeks long)</i>	☐ Yes ☐ No	
<i>Portfolio (3 weeks long)</i> <i>*ONLY for candidates who earned the preliminary credential prior to Dec. 2019.</i>	☐ Yes ☐ No	
<i>Core (6 weeks long)</i> <i>*ONLY for Clear Credential holders.</i> <i>**Requires one year/2 terms of teaching under the DS credential</i>	☐ Yes ☐ No	
The courses below can be completed simultaneously with the courses above.		
<i>US Constitution</i>	☐ Yes ☐ No	
<i>Health Education</i>	☐ Yes ☐ No	
<i>CPR</i>	☐ Yes ☐ No	

Clear Credential Process and Re-recommend Fee

A candidate is eligible for a clear recommendation when the following requirements are met:

- Successful completion of the SDCOE Designated Subjects Program coursework
- Successful completion of teaching requirement

Please visit the specific website link for current clear credential requirements and application materials below:

[CTE and Special Subjects](#)

[Adult Ed](#)

[Supervision and Coordination](#)

The credential recommendation process is listed below:

- Candidates work with their employer to complete and mail the Clear Application to the SDCOE DS program (see links above)
- The SDCOE DS credential analyst completes the recommendation
- FOR CTE CANDIDATES ONLY, ONLINE RECOMMENDATIONS:
 - The CTE candidate is then sent an email directly from the [CTC with instructions on completing the recommend process](#)
 - The candidate has 90 days to complete the credential recommendation.
 - Recommended documents will only display for 90 days. If the associated application is not paid for within this time frame, it will be cancelled by the CTC.
 - The SDCOE DS program will charge a **\$60 re-recommend fee** if the application is cancelled and the program re-recommends the same credential

EL Waiver / Progress Letter

The Commission on Teacher Credentialing requires all Career Technical Education (CTE) programs embed teaching English learners into the program coursework. When first enrolling in a CTE program, candidates hold a Preliminary Credential until all coursework is completed. Upon program completion, candidates attain a clear CTE Credential authorizing teaching English learners.

Because English learner authorization is not attained until the conclusion of the program, holders of the Preliminary CTE Credential may obtain a waiver annually for authorization to teach English learners as long as progress toward completing the requirements is made.

If candidates are employed to teach classes which include English learners, the employer may request a Commission waiver for the English learner authorization each year that the individual holds the Preliminary Credential. Teacher candidates should not be recommended for the waiver if they cannot verify enrollment (first waiver) and progress in the preparation program (second and possibly third waivers.) **Progress is considered when completing the "core pathway" courses - EPO, Foundations, Emphasis and Portfolio - as they are the courses that meet the state standards of becoming a CTE teacher.** Health and the US Constitution are not "core pathway" courses and cannot be used for progress. *The waiver is an additional cost per the CTC fee schedule, currently \$100. (6/2/2020)*

SDCOE requires you complete the program in two years in part to alleviate the need for additional waivers.

Policies and Procedures

Course Enrollments

The registration link for the first course is emailed to the candidate once they are recommended for a preliminary credential. As each course is successfully completed, a certificate of completion is emailed to the candidate along with the registration link for the next required course. Course registration will close at 4:00pm on the Wednesday prior to the course start date.

Grading Policy

Since this course is designed to meet the California state requirements for proficiency, specific assignments will not earn letter or numerical grades. Mastery will be determined by the instructor and successful completion will be noted with a "✓" for "Complete". These are Pass/Fail courses.

Please note that in order to successfully complete this course, ALL content must be viewed, read, watched, and submitted as indicated. Any omissions or partial completions will result in an incomplete for the course and no certification will be awarded.

What it means	Grade	Percentage	Characteristics
Incomplete - Resubmission Required	X	0% - 74%	Submitted assignment does not meet required standards or is completed incorrectly. A grade of X will be accompanied by instructor feedback indicating necessary resubmission instructions.
Complete - Satisfactory Pass	✓	75% - 100%	Assignment meets requirements.

Late Work Policy

We understand that life happens and every once in a while, there are extenuating circumstances that make it difficult to meet deadlines. Throughout the designated subjects program, we expect candidates to be responsible and communicate with their instructors should any circumstances arise.

This program is designed to support candidates in their teaching practice through discussions, assignments and feedback from the instructor. Late work minimizes the impact of the program on your learning and hence minimizes benefits to students.

It is the candidate's responsibility to communicate with the instructor prior to an assignment due date if clarification is needed or extenuating circumstances arise. The SDCOE designated subjects late work policy is as follows:

- One late assignment = you must communicate with the instructor immediately
- Two late assignments = the program will contact you for advisement
- Three or more late assignments will result in failure of the course.
 - **The candidate must retake the course at an additional cost.**

Grievance Policy

In order to seek resolution for a grade appeal the following procedures will be followed:

- Step 1: The participant must consult with the instructor(s) involved to try to reach an agreement. If the instructor does not respond or if the student is unable to reach an agreement in a reasonable length of time (one week after the course), then the student shall proceed to Step 2.
- Step 2: The participant shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement (e.g., project specialist). If the parties do not respond or reach agreement in a reasonable length of time (48 hours), the student shall proceed to Step 3.
- Step 3: The process shall continue at the level of coordinator, or the administrative position of equivalent rank. The final decision will be made by the appropriate coordinator.

Participants should document their efforts to complete Steps 1-3 by keeping records of contact with the instructor, the project specialist, and coordinator or equivalent (emails sent and received, notes about phone conversations, etc.).

Withdraw Policy/Procedure

Candidate may request to withdraw from a course within *48 hours of the course start date/time. Requests to withdraw must be received by SDCOE DS within this timeframe.

*Candidates will be placed in the next course session at no additional cost. Should the candidate withdraw or drop the next course session; he or she will be required to register and pay for future course sessions, until he or she successfully completes the course.

*If during the initial withdrawal, the candidate indicates they are no longer seeking a DS credential, a refund can be issued for the withdrawn course only.

Incomplete Course Policy/Procedure

Should a candidate enroll and not complete a course, they will not receive a certificate of completion or the registration link to the next course. He or she will be notified by the SDCOE DS program of his or her non-completion status and required to register and pay for future course sessions, until he or she successfully completes the course.

Low enrollment, Course Cancellation Policy

Due to low enrollment a course may be canceled, and candidates will be moved to the next available session. If this is the case a candidate will be notified the Thursday before the course start date.

Discrimination Policy

The San Diego County Office of Education does not discriminate on the basis of harassment, intimidation, bullying, sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex, gender, or sexual orientation in employment, and protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

Request for Accommodations

Should you have a need for accommodations, please complete the [Accommodation Request Form](#). This document requires that a licensed/certified professional provide a description of restrictions. This document must be signed by the licensed/certified professional and by the candidate requesting the accommodation.

Technology Requirements

All program coursework is offered 100% online through the learning management system, Instructure. Assignments, assessments, and projects will be completed and submitted through Canvas. For this program, you must have access to:

- Internet with appropriate plugins (Quicktime Player for Mac or Windows, Windows Media Player, Flash Player, Adobe PDF Reader)
- [Google Drive](#) - you will need it to access materials. Click on the link to create a free personal Drive account.
- File Formats Accepted (.doc, .docx, .pdf)

Professional Conduct

Teachers serve as role models for students, colleagues and the community. A professional teacher is one who behaves ethically in all situations, both in and out of the workplace. As a candidate within this program, you are expected to maintain a high level of professionalism.

All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism. More information on avoiding plagiarism can be found at: www.plagiarism.org

Violation of the Professional Conduct Policy

- First Offense: Course failure; conference with director
- Second Offense: Dismissal from the program