

Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Craig Coppin
CC: DAS, Program Planning & Review Unit
Date: December 4, 2025

Program Name: Tulare County/Hanford Joint Union High School District Apprenticeship
Industry: Education
DAS File No.: 101465
Grant Awardee: No Yes 2024 CAI Planning Grant, 2025-27 COYA Grant

Action(s):

- Proposed new apprentice program
- Existing apprenticeship program adding new occupations
- Existing apprenticeship program expanding area of operations
- Existing apprenticeship program changing work processes on approved occupations

Labor Organization(s) Representing Apprentices:

Hanford Secondary Education Association (HSEA): 1150 West Lacey Blvd., Hanford, CA 93230

Request for Approval under Labor Code 3075:

Tulare County/Hanford Joint Union High School District Apprenticeship is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

Comments:

The California Center on Teaching Careers at Tulare County Office of Education, in partnership with Hanford Joint Union High School District is building the state's first Registered Apprenticeship for PK-12 teaching. The apprenticeship model supports students who want to serve their own communities. It offers paid experience in real classrooms, structured coaching, and coursework aligned with district needs. The program focuses on preparing future special education and STEM teachers, with a goal of strengthening the local workforce and improving outcomes for rural youth. This work reflects a simple idea. When young people see themselves

as future educators early on, and receive paid training and support along the way, they stay in the profession and stay rooted in their home communities.

Tulare County/Hanford Joint Union High School District Apprenticeship will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Single Subject K-12 Teacher O*Net: 25-3099.00
 - Professional Worker Wage: \$62.73 per hour
 - Proposed Apprentice Wage: \$19.34 per hour
 - Proposed No. of Apprentices: 5

- Special Education K-12 Teacher (Dual MM/ESN) O*Net: 25-3099.00
 - Professional Worker Wage: \$62.73 per hour
 - Proposed Apprentice Wage: \$19.34 per hour
 - Proposed No. of Apprentices: 5

Proposed Employers:

- Hanford Joint Union High School District. 823 W. Lacey Blvd. Hanford, CA 93230
 - Occupation(s): Single Subject K-12 Teacher; Special Education K-12 Teacher (Dual MM/ESN)

Tulare County/Hanford Joint Union High School District Apprenticeship Program Standards

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Article I Purpose and Policy

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking.

These standards have, therefore, been adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval.

Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training

Occupation	O*Net Code	Attachment
Single Subject K – 12 Teacher	25-3099.00	B-1
Special Education K – 12 Teacher (Dual MM/ESN)	25-3099.00	B-2

Article III Organization

There is hereby established the above-named master apprenticeship committee. The committee shall consist of four (4) members, two (2) of whom shall be selected by and represent the employer organization(s) signatory hereto and two (2) of whom shall be selected by and represent the employee organization signatory hereto, and one (1) apprenticeship consultant representing the Division of Apprenticeship Standards. In addition, there shall be one (1) advisor from the Local Education Agency and such other advisors as the committee shall determine. Such advisors and the apprenticeship consultant shall act without vote.

Article IV Jurisdiction

These standards shall apply to the employer and employee organizations signatory hereto; their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto, and to all apprentice agreements hereunder.

Area Covered by Standards: Tulare County

Article V Functions

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;
- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be to:

- 1) supervise the administration and enforcement of these standards;
- 2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards;
- 3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program;
- 4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval;
- 5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job;
- 6) make periodic evaluations of each apprentice's on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement;
- 10) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction;

- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;
- 12) discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings;
- 13) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;
- 14) ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards;
- 15) ensure training in the recognition of illegal discrimination and sexual harassment;
- 16) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation;
- 17) establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards;
- 18) comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation of the program;
- 19) adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

Article VII Definition of an Apprentice

An apprentice is a person at least 18 years of age, who has met the requirements for selection under the selection procedures of a participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards.

Article VIII Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee.

Article IX Apprenticeship Agreement

- 1) Each apprenticeship agreement shall conform to the State law governing apprenticeship agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee.
- 2) Each apprentice shall be furnished with a copy of or be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprenticeship agreement as though expressly written therein.

Article X Termination and Transfer of Agreements

- 1) During the probationary period, an apprenticeship agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprenticeship agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.
- 2) If an employer is unable to fulfill his/her obligations to train under any apprenticeship agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprenticeship agreement.

Article XI Lay-off

- 1) If for any reason a lay-off of an apprentice occurs, the apprenticeship agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

Article XII Controversies

All controversies or differences concerning apprenticeship agreements that cannot be adjusted locally by the apprenticeship committee or otherwise shall be submitted to the Administrator for determination.

Article XIII Certificate of Completion

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6) months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.
- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).
- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

Article XIV Equal Opportunity in Apprenticeship

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

Tulare County/Hanford Joint Union High School District Apprenticeship will create selection procedures that meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Written applications can be mailed to 6200 S Mooney Blvd. Visalia, CA 93277. Walk-Ins will be welcome Monday through Friday from the hours of 8am-5pm year round.

Article XVI Records

All records will be maintained, in written or electronic form, for five (5) years and kept at:

Tulare County/Hanford Joint Union High School District Apprenticeship
6200 S. Mooney Blvd.
Visalia, CA 93277

Article XVII Annual Compliance

Tulare County/Hanford Joint Union High School District Apprenticeship will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

Attachment B-1

Training Schedule and Working Conditions

Tulare County/Hanford Joint Union High School District Apprenticeship

Occupation

Occupation: Single Subject K-12 Teacher

O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 368 related and supplemental instruction (RSI) hours, and completed within approximately 36 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be nine (9) months.

Article II Wage Schedule

Professional Worker Wage:

\$ 62.73 per hour effective 11/4/2025.

Professional Worker Benefits:

Apprentice Wage and Advancement Schedule:

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	50% Competencies	\$ 19.34 /hour
2nd period	75% Competencies	\$ 58.13 /hour
3rd period	100% Competencies	\$ 60.38 /hour

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

Article III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.

Proficient in Task: Apprentice performs task properly and consistently.

Completion Date: Date apprentice completes final demonstration of competency.

Detailed Work Activities Initial and date each task when Competency Check List has been completed.

1. Engaging and Supporting All Students in Learning

- a. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- b. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- c. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- d. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- e. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- f. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- g. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. Creating and Maintaining Effective Environments for Student Learning

- a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

- b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

- a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

- g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. Planning Instruction and Designing Learning Experiences for All

- a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - 1) appropriate use of instructional technology, including assistive technology;
 - 2) applying principles of UDL and MTSS;
 - 3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - 4) appropriate modifications for students with disabilities in the general education classroom;
 - 5) opportunities for students to support each other in learning; and
 - 6) use of community resources and services as applicable.
- e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

- g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. Assessing Student Learning

- a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

- a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for All Students

- a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia

that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

- c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
- d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- e. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
- f. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- g. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- h. 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 texts and multimedia,

discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. 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 foster digital citizenship.

- i. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. 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 in inclusive settings; and initiate referrals for students who need more intensive support.
- j. 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. 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. 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. 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.
- k. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Induction CSTPs:

1. Engaging and Supporting All Students in Learning

- a. **Focus on Students:** Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

- 1) Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 2) Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 3) Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student’s intrinsic motivation to embrace new learning challenges.
- 4) Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 5) Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

b. **Knowledge of Students:** Teachers elicit and solicit knowledge of each student’s assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning

- 1) Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 2) Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 3) Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 4) Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 5) Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

c. **Student Backgrounds and Family Engagement:** Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of

economic, social, cultural, linguistic, and community factors that affect student development and learning.

- 1) Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 2) Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 3) Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences.
- 4) Engage in reciprocal communication about learning, academic, and social– emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 5) Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

d. **Diversity and Equity:** Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

- 1) Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 2) Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.
- 3) Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.
- 4) Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

2. Creating and Maintaining Effective Environments for Student Learning

- a. **Learning Environment:** Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.
- 1) Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
 - 2) Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
 - 3) Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
 - 4) Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
 - 5) Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.
- b. **Student Behavior:** Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
- 1) Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
 - 2) Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
 - 3) Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
 - 4) Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.

- 5) Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.
- c. **Organizational and Resource Management:** Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
- 1) Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
 - 2) Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
 - 3) Coordinate logistics and resources needed to facilitate students' in-person and remote learning.
 - 4) Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
 - 5) Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.
- d. **Inclusive Environment:** Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.
- 1) Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
 - 2) Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.
 - 3) Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
 - 4) Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.

3. Understanding and Organizing Subject Matter for Student Learning

- a. **Knowledge of Subject Matter and Pedagogy:** Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.
- 1) Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
 - 2) Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
 - 3) Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social–emotional learning.
 - 4) Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social–emotional development.
 - 5) Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.
- b. **Connecting Subject Matter to Real-World Contexts:** Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
- 1) Prioritize students' assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
 - 2) Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
 - 3) Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
 - 4) Design relevant activities and experiences in which students take an active role in the direction and application of their learning.

- 5) Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

c. Curriculum and Resources for Specific Students and Student Groups:

Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner’s growth.

- 1) Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 2) Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3) Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 4) Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities
- 5) Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 6) Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

d. Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

- 1) Integrate key concepts, themes, and connections across subject matter areas.
- 2) Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3) Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 4) Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social– emotional strengths.

- 5) Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

e. **Curriculum Materials and Resources:** Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

- 1) Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 2) Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3) Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 4) Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 5) Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

4. **Planning Instruction and Designing Learning Experiences for All Students**

a. **Planning Instruction for Student Learning:** Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.

- 1) Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 2) Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 3) Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment— will be used to create targeted learning experiences to achieve student goals and learning outcomes.

- 4) Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 5) Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

b. **Designing and Developing Instruction for Student Learning:** Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

- 1) Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 2) Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 3) Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social– emotional development.
- 4) Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 5) Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

c. **Facilitating Instruction for Student Learning:** Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

- 1) Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 2) Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.

- 3) Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4) Provide students with a variety of ways to demonstrate their learning.
- 5) Conduct and support productive student learning experiences that are offered in person or remotely.

d. **Adapting Instruction for Student Learning:** Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

- 1) Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 2) Group and regroup students in ways that promote academic and social-emotional development.
- 3) Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4) Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.
- 5) Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

5. Assessing Students for Learning

a. **Understanding and Using Assessments:** Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

- 1) Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 2) Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 3) Informally assess students' application of academic and social-emotional content and skills, based on consistent interactions with students.

- 4) Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5) Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 6) Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

b. **Interpreting and Using Assessment Data to Inform Student Learning:** Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.

- 1) Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 2) Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 3) Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 4) Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5) Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

c. **Communication of Assessment and Data:** Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

- 1) Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 2) Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are

important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.

- 3) Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.
- 4) Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5) Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

d. **Assessment for Continuous Improvement:** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

- 1) Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 2) Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 3) Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 4) Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5) Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

6. Developing as a Professional Educator

- a. **Reflection on Practice:** Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.
- 1) Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
 - 2) Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
 - 3) Analyze their instructional successes and dilemmas to create next steps.
 - 4) Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
 - 5) Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.
- b. **Focused Professional Learning:** Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.
- 1) Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
 - 2) Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
 - 3) Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
 - 4) Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
 - 5) Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

- c. **Collaboration with Colleagues:** Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.
- 1) Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
 - 2) Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
 - 3) Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
 - 4) Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
 - 5) Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.
- d. **Collaboration with Families, Guardians, and the Community:** Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.
- 1) Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
 - 2) Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
 - 3) Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.

- 4) Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
 - 5) Participate in the development of formal learning plans, student study teams, Individual Education Programs (IEPs), and support plans that provide insights from each teacher's area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.
- e. **Ethical Conduct and Professional Responsibilities:** Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.
- 1) Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
 - 2) Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
 - 3) Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
 - 4) Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.
 - 5) Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.
- f. **Activating Access and Equity:** Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.
- 1) Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
 - 2) Identify and address systemic biases that derive from economic, social-emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.

- 3) Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 4) Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 5) Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

g. **Personal Growth and Well-Being:** Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

- 1) Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 2) Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 3) Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 4) Add to and benefit from the broader knowledge base of the professional community.

Total OJT Hours

2000 hours

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 368 hours. Related and supplemental instruction will be provided by California State Polytechnic University, Humboldt.

Time spent in related and supplemental instruction may not be compensated.

Course Name	RSI Hours
<p>Teacher Performance Assessment – .5 Units</p> <p>This course is designed to provide support for the completion of the Performance Assessment for California Teachers teaching event during full-time student teaching.</p>	8 hours
<p>Teaching and Learning in Secondary Schools – 2 Units</p> <p>Development of student understanding; curriculum development (unit goals, lesson plans, assessment); multicultural perspectives in teaching and learning; philosophy of teaching.</p>	32 hours
<p>Educational Psychology – 2 Units</p> <p>Physical, social, moral, and cognitive development of the adolescent; social and family issues; learning theories, motivation, and assessment.</p>	32 hours
<p>Multicultural Education – 2 Units</p> <p>Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.</p>	32 hours
<p>Service Learning in Multicultural Settings – 1 Unit</p> <p>Develop skills teaching diverse youth through direct experience and education programs. Understand components of service learning pedagogy.</p>	16 hours
<p>Bilingual Theory and Methods – 3 Units</p> <p>This course is the final of four required supervised field experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities.</p>	48 hours

Supervised Fieldwork in Apprentice Teaching – 2 Units **32 hours**

This course is the final of four required supervised field experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities.

Teacher Performance Assessment Support – 1.5 Units **24 hours**

This course is designed to provide support for the completion of the Teacher Performance Assessment during full-time student teaching.

Classroom Management – 1 Unit **16 hours**

Focus on a variety of methodologies for creating and managing a classroom community.

Content Area Literacy – 3 Units **48 hours**

Supervised practice developing/selecting strategies, materials, and procedures that promote reading growth through secondary school classes.

Teaching in Inclusive Classrooms – 2 Units **32 hours**

Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.

Secondary Curriculum Instruction – 2 Units (Choose one) **32 hours**

- Secondary Curriculum Instruction: Art
Methods and resources for teaching all areas of art.
- Secondary Curriculum Instruction: English/Language Arts
Methods and resources for teaching all areas of English/ language arts.
- Secondary Curriculum Instruction: Modern Language
Methods and resources for teaching all areas of a modern language.
- Secondary Curriculum Instruction: Math
Methods and resources for teaching all areas of math.
- Secondary Curriculum Instruction: Music
Methods and resources for teaching all areas of music.
- Secondary Curriculum Instruction: Physical Education
Methods and resources for teaching all areas of physical education.
- Secondary Curriculum Instruction: Science
Methods and resources for teaching all areas of science.

- Secondary Curriculum Instruction: Social Studies
Methods/resources for teaching all areas of social studies.

Secondary Seminar – 1 Unit (Choose one)

16 hours

- Secondary Seminar: Art
Common problems, strategies, and practical applications related to student teaching art, such as preparing for the opening/closing of school.
- Secondary Seminar: English
Common problems, strategies, and practical applications related to student teaching English/ language arts, such as preparing for the opening/ closing of school.
- Secondary Seminar: Modern Language
Common problems, strategies, practical applications related to student teaching language, such as preparing for opening /closing of school.
- Secondary Seminar: Industrial Technology
Common problems, strategies, and practical applications related to student teaching industrial technology, such as preparing for the opening/closing of school.
- Secondary Seminar: Math
Common problems, strategies, and practical applications related to student teaching math, such as preparing for the opening/closing of school.
- Secondary Seminar: Music
Common problems, strategies, and practical applications related to student teaching music, such as preparing for the opening/closing of school.
- Secondary Seminar: Physical Education
Common problems, strategies, and practical applications related to student teaching physical education, such as preparing for the opening and closing of school.
- Secondary Seminar: Science
Common problems, strategies, and practical applications related to student teaching science, such as preparing for the opening/closing of school.
- Secondary Seminar: Social Studies
Common problems, strategies, and practical applications related to student teaching social studies, such as preparing for the opening/closing of school.

Total Related Instruction Hours

368 hours

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise one (1) apprentice(s)

Attachment B-2

Training Schedule and Working Conditions

Tulare County/Hanford Joint Union High School District Apprenticeship

Occupation

Occupation: Special Education K-12 Teacher (Dual MM/ESN)

O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 544 related and supplemental instruction (RSI) hours, and completed within approximately 36 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be nine (9) months.

Article II Wage Schedule

Professional Worker Wage:

\$ 62.73 per hour effective 11/4/2025.

Professional Worker Benefits:

Apprentice Wage and Advancement Schedule:

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	50% Competencies	\$ 19.34 /hour
2nd period	75% Competencies	\$ 60.38 /hour
3rd period	100% Competencies	\$ 62.73 /hour

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

Article III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.

Proficient in Task: Apprentice performs task properly and consistently.

Completion Date: Date apprentice completes final demonstration of competency.

Detailed Work Activities Initial and date each task when Competency Check List has been completed.

Universal Special Education TPEs

1. Engaging and Supporting All Students in Learning

- a. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- b. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- c. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- d. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- e. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- f. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- g. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. Creating and Maintaining Effective Environments for Student Learning

- a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

- b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

- a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

- g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. **Planning Instruction and Designing Learning Experiences for All Students**

- a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - 1) appropriate use of instructional technology, including assistive technology.
 - 2) applying principles of UDL and MTSS.
 - 3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
 - 4) appropriate modifications for students with disabilities in the general education classroom.
 - 5) opportunities for students to support each other in learning; and
 - 6) use of community resources and services as applicable.
- e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

- f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. **Assessing Student Learning**

- a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

- a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for Students with Disabilities

- a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia

that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

- c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
- d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- e. Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- f. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
- g. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

- h. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- i. 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 texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. 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 foster digital citizenship.
- j. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. 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 in inclusive settings; and initiate referrals for students who need more intensive support.
- k. 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. 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. 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. Provide ELD instruction that builds on students' cultural and linguistic assets.

Mild/Moderate Support Needs (M/M) TPEs**1. Engaging and Supporting All Students in Learning**

- a. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- b. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
- c. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
- d. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- e. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
- f. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.
- g. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

2. Creating and Maintaining Effective Environments for Student Learning

- a. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- b. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include

barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

- c. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- d. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- e. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- f. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
- g. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- h. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- i. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- j. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- k. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

3. Understanding and Organizing Subject Matter for Student Learning

- a. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

- b. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.
- c. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

4. Planning Instruction and Designing Learning Experiences for All Students

- a. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- b. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
- c. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
- d. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.
- e. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
- f. Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
- g. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

5. Assessing Student Learning

- a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
- b. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- c. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- d. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
- e. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
- f. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

6. Developing as a Professional Educator

- a. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
- b. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

- c. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
- d. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
- e. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
- f. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

7. Effective Literacy Instruction for Students with Disabilities

- a. Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.
- b. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- c. Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- d. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

- e. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Extensive Support Needs (ESN) TPEs

1. Engaging and Supporting All Students in Learning

- a. Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.
- b. Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.
- c. Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.
- d. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.
- e. In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.
- f. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- g. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
- h. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
- i. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- j. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

- k. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

2. Creating and Maintaining Effective Environments for Student Learning

- a. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.
- b. Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
- c. Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.
- d. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- e. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- f. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.
- g. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- h. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- i. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types

of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

- j. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- k. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- l. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- m. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- n. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

3. Understanding and Organizing Subject Matter for Student Learning

- a. Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.
- b. Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.
- c. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
- d. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.
- e. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

4. Planning Instruction and Designing Learning Experiences for All Students

- a. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.
- b. Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.
- c. Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- d. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
- e. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.
- f. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
- g. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
- h. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

5. Assessing Student Learning

- a. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
- b. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress

monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

- c. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- d. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- e. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
- f. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
- g. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

6. Developing as a Professional Educator

- a. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
- b. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
- c. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
- d. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.
- e. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
- f. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

- g. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

7. Effective Literacy Instruction for Students with Disabilities

- a. Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.
- b. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- c. Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- d. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- e. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
- f. Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.
- g. Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Induction CSTPs:**1. Engaging and Supporting All Students in Learning**

- a. **Focus on Students:** Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.
- 1) Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
 - 2) Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
 - 3) Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
 - 4) Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
 - 5) Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.
- b. **Knowledge of Students:** Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning
- 1) Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
 - 2) Create learning opportunities that draw on students' interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
 - 3) Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
 - 4) Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' linguistic assets and address the diverse needs of all students.

- 5) Respond to and implement support for students' social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.
- c. **Student Backgrounds and Family Engagement:** Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.
- 1) Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
 - 2) Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
 - 3) Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences.
 - 4) Engage in reciprocal communication about learning, academic, and social– emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
 - 5) Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.
- d. **Diversity and Equity:** Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.
- 1) Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
 - 2) Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.
 - 3) Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.

- 4) Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

2. Creating and Maintaining Effective Environments for Student Learning

- a. **Learning Environment:** Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.
 - 1) Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
 - 2) Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
 - 3) Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
 - 4) Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
 - 5) Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.
- b. **Student Behavior:** Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
 - 1) Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
 - 2) Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.

- 3) Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 4) Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.
- 5) Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

c. **Organizational and Resource Management:** Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

- 1) Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2) Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
- 3) Coordinate logistics and resources needed to facilitate students' in-person and remote learning.
- 4) Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 5) Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.

d. **Inclusive Environment:** Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.

- 1) Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2) Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.
- 3) Develop and sustain opportunities for students to reflect on, cultivate, and practice social-emotional skills in ways that are developmentally

appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.

- 4) Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.

3. Understanding and Organizing Subject Matter for Student Learning

- a. **Knowledge of Subject Matter and Pedagogy:** Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.
 - 1) Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
 - 2) Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
 - 3) Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social–emotional learning.
 - 4) Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social–emotional development.
 - 5) Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

- a. **Connecting Subject Matter to Real-World Contexts:** Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
 - 1) Prioritize students' assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
 - 2) Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically

diverse experiences, people, settings, and themes to which students can relate.

- 3) Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 4) Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 5) Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

b. Curriculum and Resources for Specific Students and Student Groups:

Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner’s growth.

- 1) Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 2) Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3) Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 4) Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities
- 5) Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 6) Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

c. Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

- 1) Integrate key concepts, themes, and connections across subject matter areas.
- 2) Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.

- 3) Extend students' interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
 - 4) Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.
 - 5) Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.
- d. **Curriculum Materials and Resources:** Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.
- 1) Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
 - 2) Select and use materials and tools that are needed for effective in-person and remote learning experiences.
 - 3) Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
 - 4) Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
 - 5) Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

4. Planning Instruction and Designing Learning Experiences for All Students

- a. **Planning Instruction for Student Learning:** Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
- 1) Determine how they teach by considering what students need to learn in order to meet expectations and goals.

- 2) Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 3) Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment— will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4) Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 5) Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed

b. **Designing and Developing Instruction for Student Learning:** Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

- 1) Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 2) Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 3) Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social– emotional development.
- 4) Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 5) Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

c. **Facilitating Instruction for Student Learning:** Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

- 1) Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 2) Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.
- 3) Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4) Provide students with a variety of ways to demonstrate their learning.
- 5) Conduct and support productive student learning experiences that are offered in person or remotely.

d. **Adapting Instruction for Student Learning:** Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

- 1) Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 2) Group and regroup students in ways that promote academic and social-emotional development.
- 3) Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4) Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.
- 5) Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

5. Assessing Students for Learning

a. **Understanding and Using Assessments:** Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

- 1) Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and

summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.

- 2) Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 3) Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students.
- 4) Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5) Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 6) Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

b. **Interpreting and Using Assessment Data to Inform Student Learning:** Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

- 1) Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 2) Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 3) Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 4) Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5) Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

c. **Communication of Assessment and Data:** Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

- 1) Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 2) Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 3) Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.
- 4) Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5) Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

d. **Assessment for Continuous Improvement:** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

- 1) Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 2) Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 3) Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 4) Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5) Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

6. Developing as a Professional Educator

- a. **Reflection on Practice:** Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.
 - 1) Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
 - 2) Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
 - 3) Analyze their instructional successes and dilemmas to create next steps.
 - 4) Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
 - 5) Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

- b. **Focused Professional Learning:** Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.
 - 1) Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
 - 2) Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
 - 3) Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
 - 4) Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
 - 5) Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

- c. **Collaboration with Colleagues:** Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.
- 1) Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
 - 2) Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
 - 3) Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
 - 4) Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
 - 5) Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.
- d. **Collaboration with Families, Guardians, and the Community:** Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.
- 1) Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
 - 2) Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
 - 3) Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
 - 4) Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what

students need to know and be able to do, upon graduation, for college and career success.

- 5) Participate in the development of formal learning plans, student study teams, Individual Education Programs (IEPs), and support plans that provide insights from each teacher's area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

e. **Ethical Conduct and Professional Responsibilities:** Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

- 1) Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 2) Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 3) Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 4) Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.
- 5) Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

f. **Activating Access and Equity:** Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

- 1) Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 2) Identify and address systemic biases that derive from economic, social-emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 3) Promote equitable outcomes for students, based on relevant and accurate evidence and available research.

- 4) Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
 - 5) Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.
- g. **Personal Growth and Well-Being:** Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.
- 1) Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
 - 2) Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
 - 3) Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
 - 4) Add to and benefit from the broader knowledge base of the professional community.

Total OJT Hours

2000 hours

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 144 hours per year. Related and supplemental instruction will be provided by California State University, Fresno.

Time spent in related and supplemental instruction may not be compensated.

Course Name	RSI Hours
<p>Literacy Foundation TK-8 – 3 Units Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.</p>	48 hours
<p>Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context – 3 Units This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.</p>	48 hours
<p>Mathematics Instruction and Applied Assessment – 3 Units This course is designed to prepare teacher candidates to plan instruction based on the assessment of students’ mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.</p>	48 hours
<p>Positive Behavioral and Social Supports – 3 Units Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.</p>	48 hours
<p>Special Education, Law and Ethics – 3 Units In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.</p>	48 hours
<p>Disciplinary Literacies and Integrated Curriculum – 3 Units Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.</p>	48 hours
<p>Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs – 4 Units This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a</p>	64 hours

knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.

Advanced Curriculum and Instruction for Students with Mild/Moderate and Extensive Support Needs – 3 Units **48 hours**

This course addresses evidence-based practices for instructing students with mild/moderate and extensive support needs. This course addresses the implementation of assessment and instructional strategies used to develop individualized and culturally sensitive individualized education programs (IEPs), behavior intervention plans (BIPs), individualized transition plans (ITPs), communication systems (including augmentative and alternative communication devices), peer relationships, and the enhancement of natural support systems.

Effective Communication and Collaborative Partnerships – 3 Units **48 hours**

Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.

Seminar in the Special Educator as Researcher – 3 Units **48 hours**

Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs.

Assessing Students with Special Needs – 3 Units **48 hours**

This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.

Total Related Instruction Hours **544 hours**

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise one (1) apprentice(s)