

Educator Preparation Programs

Teacher and School Administration Credentialing Program

EDUCATION PREPARATION FOR EQUITY,
INCLUSION & SOCIAL JUSTICE
IN EDUCATION

epps-scholar.sccoe.org

Program Candidate Handbook 2022-2023

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Welcome Message

The Santa Clara County Office of Education (SCCOE) Educator Preparation Programs (EPP) faculty and staff are looking forward to working with you as you fulfill your professional and educational goals. We are also very excited to offer programs that reflect inclusive practices for all children and build your capacity to actively perform your duties using the principles and the core values of Equity and Social Justice.

The Special Education (Education Specialist Instruction) Credentials program, formerly Education Preparation for Inclusive Classrooms (EPIC) program, began in 2015 and offers the Preliminary Early Childhood Special Education, Extensive Support Needs and Mild to Moderate Support Needs credentials.

The School Administration Credentials Program, formerly Leaders in Education Administration Program (LEAP), offers coursework leading to the Administrative Services Credential for both preliminary and clear credentials. Our school administration program at SCCOE has been in existence for over a decade.

Educator Preparation Programs also offers Induction to obtain a Clear Credential for Administrators, Special Education and General Education Teachers.

We are committed to your success and to providing you with a quality educational experience that will build not only your technical skills as a teacher and leader but will also emphasize the relational skills necessary to impact school change and outcomes for our students.

Congratulations on starting your journey with us! We are privileged to work with you and know the knowledge of equity and inclusive practices you gain from our program will make a difference in the lives of your future students and their families.

Sincerely,



Adora Fisher
Executive Director
Educator Preparation Programs

Educator Preparation Programs Department Directory

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Santa Clara County Office of Education Mission and Goals

Mission Statement

The Santa Clara County Office of Education is committed to serving, inspiring, and promoting student and public school success.

Goals

1. Improve access to inclusive, equitable, high-quality education
2. Provide quality support to districts, schools, students, and communities
3. Be a premier service organization

SCCOE Board Policies

All program participants must adhere with Santa Clara County Office of Education Board Policies:

<https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#tab-policies>

- Code of Conduct
- Emergency Procedures
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure
- Controversial Issues
- Use of Copyrighted Material

Teacher Intern Credential Program and Teacher Induction Program

Mission

To build leadership capacity to effectively teach ALL students, ensuring that ALL students are provided a quality educational experience, with access to the general education standards with appropriate adaptations and modifications as needed.

Vision

To build courageous teachers and leaders that utilize effective educational practices. These practices are founded on the research-based California Standards for the Teaching Profession (CSTPs/teachers) and the California Professional Standards for Educational Leaders (CPSELs/administrators), and will facilitate the development of life-long learners who will possess 21st century learning skills. The Educator Preparation Programs endeavor to develop equity-based educators and administrators who are competent, innovative, and who will have the skills and desire to provide inclusive and equitable educational opportunities for the students of California.

Educator Preparation Programs Accreditation

Special Education (Education Specialist Instruction) Intern Credentials, the Clear Teacher Induction, and the Preliminary and Clear Administration Services Programs are accredited by the California Commission on Teacher Credentialing (CTC). Educator Preparation Programs were reviewed by CTC in spring 2016 and receiving accreditation to 2023.

Educator Preparation Programs Advisory Board

An Advisory Board made of faculty members, community members, program graduates and staff meet quarterly to receive updates of our SCCOE Educator Preparation Programs and provide input to staff in implementation. The Advisory Board also reviews course and program surveys to provide guidance and monitoring in the meeting CTC requirements. If you are interested in servicing on the Advisory Board, please contact the program director.

Evaluation of Program

Ongoing program evaluation is an integral part of the Educator Preparation Programs. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Educator Preparation Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the Portfolio and fieldwork will be reviewed using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.

Non-Discrimination

In accordance with applicable Federal and State laws and SCCOE Board Policy, in regard to admission, retention, graduation and all other processes, Educator Preparation Programs does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service to the uniformed services.

Program Learning Outcomes

The Special Education (Education Specialist Instruction) Credential Program provides a cohesive and comprehensive curriculum which integrates coursework, field experiences, and technology. The Program has a concentration in supporting students with varying disabilities in inclusive settings. The Program is approved by Commission on Teacher Credentialing (CTC). Outcomes reflect alignment with all program standards for preliminary education specialist credentials: Extensive Support Needs (ESN), Mild to Moderate Support Needs

(MMSN), and Early Childhood Special Education (ECSE) and the teacher induction program to obtain a clear credential.

- Designed for candidates to demonstrate the ability to:
- Engage and support ALL students in learning
- Create and maintain effective environments for ALL student learning
- Understand and organize subject matter for ALL student learning
- Plan Instruction and design learning experiences for ALL students
- Develop as a professional educator

Program Overview

The Special Education (Education Specialist Instruction) Credential Program is designed for the working college graduate wishing to pursue a preliminary credential in Special Education. The Teacher Induction Program is designed for credentialed teachers seeking to clear multi subject, single subject, or education specialist credentials. The Program is developed to prepare candidates to become educators with a focus working in and advocating for equitable and inclusive environments. Semester classes are offered online. Because our program is designed for the working professional, our courses are offered weeknights as well as weekends during the day. Coursework for the preliminary credentials covers a two-year period, with candidates working as paid interns during their second year. Participants will mostly frequently move through the program with a common set of peers, sharing their learning experiences and beginning cross program collaborations that will assist them throughout their careers as Education Specialists.

The Clear Induction Program provides a two-year individualized, job-embedded system of mentoring and support, just-in-time coaching, and professional learning that can begin in the teacher’s first year of teaching.

Credentials Offered

The Special Education (Education Specialist Instruction) Credential Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood in inclusive settings. It will prepare candidates in principles and techniques applicable to neurodiverse individuals with extensive support needs, mild to moderate support needs and children birth to age 5 years who have mild to moderate and/or extensive needs.

Special Education (Education Specialist Instruction) Credential Program Graduates can clear their credential through teacher induction after they earn their preliminary credential through Educator Preparation Programs. General Educator Teachers, multi-subject and single-subject teachers can clear their credential through teacher induction as well.

The Education Specialist Instruction Credential authorizes the holder to conduct education assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and special education support to individuals in the area of specialization listed on the credential in the following settings:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Resource rooms or services • Special education settings • General education settings • Special Schools • Home/hospital settings | <ul style="list-style-type: none"> • State hospitals • Development centers • Correctional facilities • Non-public, non-sectarian schools/agencies • Alternative and non-traditional instructional programs |
|---|---|

Commission on Teacher Credentialing (CTC)

The Commission on Teacher Credentialing (CTC) provides the professional standards for the Education Specialist credentials. They define their mission and vision as follows: To ensure integrity, relevance, and high quality in the

preparation, certification, and discipline of the educators who serve all of California’s diverse students.

All of California’s students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

In 2018, the Commission approved a new Education Specialist credential structure with five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education). The new Education Specialist program standards focus on what programs must offer to candidates, while the TPEs (Teaching Performance Expectations) definite the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential.

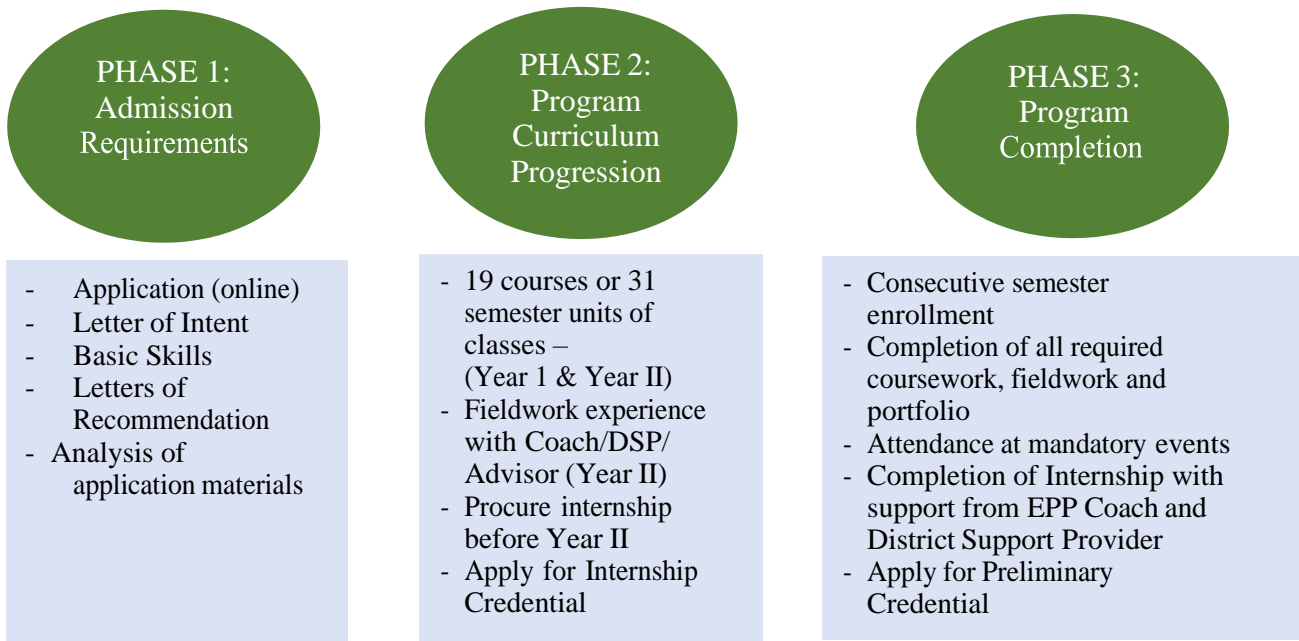
The focus of the credentials is on the student’s individual support needs rather than disability.

Phases of Preliminary Educational Specialist Program

The Special Education (Education Specialist Instruction) Credential Program experience prepares candidates to become teacher specialists in an inclusive classroom. It provides instructional and experiential opportunities to work with families, develop, collaborative skills and become proficient classroom managers. Candidates learn from the best experts in the field—current and past teachers, special education directors, and scholars.

There are three phases of the Preliminary ECSE, Extensive Supports Needs (ESN), and Mild to Moderate Support Needs (MMSN) Educational Specialist Credential: Admission Requirements, Program Curriculum Progression, and Program Completion.

The preliminary credential leads to a certificate of eligibility, or Preliminary Educational Specialist Credential. Our Program is built around a framework of High Leverage Practices in Special Education and for Inclusive Classrooms. Throughout the arc of the program candidates will learn 22 High Leverage Practices for Inclusive Classrooms. Preliminary candidates will engage in a two-year experience that requires 19 courses of instruction. These 31 semester units include opportunities to apply concepts presented, learned, or exposed with support through assignments and guided fieldwork experiences during the internship phase. An instructional coach will be provided to candidates as they advance into their internship phase.



Phase 1: Admission Requirements

Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of Intent
- Verification of Employment (for Grant recipients)
- Letter of Recommendation (from Supervisor)
- Verification of Eligibility
 - Bachelor’s Degree
 - CBEST (basic Skills) or other CTC approved method
 - CSET (subject matter) or other CTC approved method
 - US Constitution Course/Exam
- Analysis of application materials

Phase 2: Progression through the Program/Curriculum

Participates in online coursework that is grounded in the California Teaching Performance Expectations (TPE). Working in groups, students will collaboratively explore literature, theories, and the application of these standards. Internship classes meet once a month.

ECSE

Year I

- TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
- TC 402 Classroom Management
- TC 411 Typical/Atypical Child Development with Health Aspects
- TC 406 Working with Language Diverse Communities
- TC 407 Development of Language/Literacy
- TC 409 Augmentative Alternative Communication & Assistive Technology
- TC 620 Assessment Administration and Best Practices
- TC 701 Mild to Moderate Case Management
- TC 705 Teaching Math

Year II

- TC 623 Professional, Legal and Ethical Aspects of Special Education
- TC 403 Collaboration
- TC 542 (fall) TC 642 (spring) Seminar in Teaching and Learning
- TC 780 Support and Supervision
- TC 410 Evidence Based Practice and Autism
- TC 802 Advance Curriculum and Intervention
- TC 531E Infant/Toddler Intern/Field Experience
- TC 622 Family Systems and Parent Education

ESN

Year I

- TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
- TC 402 Classroom Management
- TC 411 Typical/Atypical Child Development with Health Aspects
- TC 406 Working with Language Diverse Communities
- TC 407 Development of Language/Literacy
- TC 409 Augmentative Alternative Communication & Assistive Technology
- TC 620 Assessment Administration and Best Practices
- TC 541 Reading and Language Arts
- TC 701 Mild to Moderate Case Management
- TC 705 Teaching Math

Year II

TC 623 Professional, Legal and Ethical Aspects of Special Education
TC 403 Collaboration
TC 542 (fall) TC 642 (spring) Seminar in Teaching and Learning
TC 780 Support and Supervision
TC 410 Evidence Based Practice and Autism
TC 540 Advance Curriculum and Instruction (ESN)
TC 803 Transition Planning

MMSN

Year I

TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
TC 402 Classroom Management
TC 411 Typical/Atypical Child Development with Health Aspects
TC 406 Working with Language Diverse Communities
TC 407 Development of Language/Literacy
TC 409 Augmentative Alternative Communication & Assistive Technology
TC 620 Assessment Administration and Best Practices
TC 704 Reading and Language Arts (Mild/Moderate)

Year II

TC 623 Professional, Legal and Ethical Aspects of Special Education
TC 403 Collaboration
TC 542 (fall) TC 642 (spring) Seminar in Teaching and Learning
TC 780 Support and Supervision
TC 410 Evidence Based Practice and Autism
TC 802 Advance Curriculum and Instruction (Mild/Moderate)
TC 803 Transition Planning

There will be additional day spent in orientation and instructional symposiums. Your teaching internship will account for the remainder of the program. These experiences will be credential specialization specific. A program or district coach will serve as internship mentor. Your district will identify your District Service Provider (DSP).

Internships

Intern Status Requirements

- CPR/First Aid – Infant to Adult: Please consult the program application webpage for all the ways in which this requirement can be met
- Demonstration of Subject Matter: CSET or other CTC approved option (ESCE exempt)
- Please consult the Subject Matter Requirement information (SMR) on the EPPscholar website for all the way in which this requirement can be met.
- 120 hours of coursework: Each Education Specialist Internship Program includes a minimum of 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- Complete 189 hours of support and supervision with an additional 45 hours specific to English Learners. These hours will be reviewed during the intern orientation and the form is available on the EPP Teacher Credentialing Intern Webpage.
- CTC requires passing of the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. ESCE Credential candidates are exempt from this requirement. The RICA consists of passing one of two components, either a comprehensive examination or a video performance assessment. It is recommended that the RICA be taken after completion of the literacy methods course in the credential program.

Specifically, the following four courses are required to be granted internship status (all are taken in Year I):
TC 402 Classroom Management
TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
TC 407 Development of Language and Literacy
TC 406 Working with Language Diverse Communities

Intern Candidates Roles and Responsibilities

District Support Provider: Interns should have regular contact with their district support provider (DSP) for support with access to site-based resources and strategies and for in-the moment, just-in-time support.

Support and Supervision Log: Document your meetings using the Support and Supervision Log. It is the Intern Candidate's responsibility to submit this Log in Canvas at the end of each semester. Your EPP Coach will not issue a passing grade for TC 780 Support and Supervision until they receive the proper documentation.

Utilize EPP Coach: Schedule scripted observations with your EPP Coach (two per semester). Prepare UDL lesson plans for your EPP Coach prior to each scheduled observation (submitted 24 hours before your scheduled observation). Share any sort of difficulty in your placement with your EPP Coach immediately. The EPP Coach provides an extra supportive pair of eyes to help you work through problems and will serve as your advocate and assist you in communications with the EPP and your school site.

Support Materials: Read this Handbook, Teacher Performance Expectations, and Standards

Absences: Always advise your EPP Coach of any absences. Although most visits are pre-scheduled, occasionally supervisors may stop by unannounced. If you need to reschedule an observation, notify your EPP coach at least 24 hours in advance.

Confidentiality and Parent Permissions: See your school district guidelines and regarding confidentiality and parent permission forms for photographing or videotaping of students. If your district states they do not have a permission form available for the sake of videotaping contact your EPP Coach and one will be provided for you.

Intern Support and Supervision Overview

Support and Supervision (TC 780) is designed to provide intern candidates with an EPP coach for fieldwork experience support. The role of the EPP coach is to support the intern candidate in meeting the credentialing competencies, support the intern candidate in running a classroom, and to act as a liaison between the intern, EPP, and school site. They will monitor, support and facilitate the candidate's growth and progress in meeting the Teaching Performance Expectations (TPEs), guide a reflective learning process, conduct both formal and informal observations and provide just-in-time support all the while making sure candidates are accountable for the learning of all students in their assigned classroom/caseload. The UDL Lesson Plan Template and Lesson Observation Forms for the formal lesson plans can be found on the EPP Scholar Teacher Credentialing Intern Webpage. Coaches guide the documentation of Support and Supervision Logs (found on the EPPscholar Teacher Credentialing Intern Webpage). Coaches guide the documentation of Support and Individual Development Plans.

Intern Support and Supervision Program Tasks and Activities

In addition to teaching responsibilities, intern candidates will complete a set of observations, lesson plans, and assessments as follows:

- 2 self-assessments
- Individual Development Plan (Initial and Final)
- Classroom Environment Video (same one that is used for TC 542 assignment)
- 3 UDL Lesson Plans
- 2 Annotated Videos of Teaching Practice

- 2 Observations either live or submitted annotated video
- Program Supervision Hours Documentation
- Evidence of Participation in a Professional Learning Community
- Reflection (embedded in the final IDP)
- Passing Score on Education Specialist TPA (when applicable)

Intern Candidates should make sure to review the following with their EPP Coach:

- Student IEP goals and objections
- Student behavior plans and accommodations/modifications with your EPP Coach and DSP

Intern Candidates and Coaches will coordinate schedules to assure, on average, one hour per week of contact to support with strategies and intentional reflection toward exemplary teaching practice. The EPP Coach and intern relationship is essential to make the internship experience a successful one. District Support Providers are available for just-in-time support, initial and ongoing IDP development and placement-based resource strategies and referral. Interns should use the Support and Supervision Logs to document this coordinated support.

Evaluation of Candidates

The EPP Coach will observe and evaluate an intern candidate using the lesson observation forms two times per semester. The level of support from the EPP Coach is weekly with approximately 20 hours of support per semester. At the end of the first semester, the EPP Coach completes a mid-year observation of the intern candidate. At the end of the semester, the EPP Coach will complete the final summative observation of the intern candidate to assess competencies met. At the end of the second semester, the EPP Coach and district mentor will complete an Individual Portability (IDP) providing guidance to the intern candidate on how they will continue to develop as a teacher during their induction program. Written remediation plans will be provided for intern candidates who are deficient in various areas and additional periodic evaluations may occur when necessary. Petition or appeal procedures must follow procedures published by Educator Preparation Programs. The Candidate Appeal Form is available on the EPPscholar website in the student portal.

Placements and Field Experiences

Most field experiences during the candidate’s intern year will occur in their own classroom with observations in another setting for breadth. If either the EPP Coach or Program views the intern candidate as only partially meeting competency for their credential, then additional field placements may be required.

Additional Required Field Experiences

Diversity of Grades Clinical Field Experience

- All Special Education Candidates are required to have an alternative grade level field experience of at least 15 hours which represents a significant change to their primary intern placement in order to meet the CTC diversity of grades clinical experience requirement. Details will be covered during the TC 542 or TC 642 courses. Candidates should start scheduling and planning for these alternative grade placements during their initial Individual Development Plan (IDP) visit with their principal and EPP Coach. The greatest grade span difference will facilitate the most amount of learning.
- Candidates should work with their EPP Coach and principal or supervisor early in the internship experience to schedule the 15 hours of veteran teacher observations for the alternative grade level clinical experience.
 - ECSE Candidates in Preschool placements will have this experience in a Kindergarten classroom
 - ECSE Candidates in Kindergarten or TK placements will have this experience in Preschool Classroom
 - Intern Candidates in Elementary Placements can have this experience in a Middle or High School Classroom
 - Intern Candidates in Middle School Placements can have this experience in a High School or Elementary Classroom
 - Intern Candidates in High School Placements can have this experience in a Middle or Elementary Classroom

Continuum of Special Education Services and Program Deliver Clinical Experience

As part of the early fieldwork within candidate coursework, prior to or during the internship experience, candidates will be required to have experiences in multiple co-taught, resource and or/special day class environments to meet the CTC continuum of Special Education Services and Program Delivery clinical experience requirement. These experiences will be embedded within coursework and candidates will receive more details during the applicable courses.

General Education and Special Education Clinical Experience

The CTC requires clinical experiences and fieldwork in both special education and general education to earn an Educational Specialist Instruction Credential. Special Education experiences are embedded throughout all coursework. General Education experiences with reflection are embedded as follows:

Preliminary Candidates

TC 407 Development of Language and Literacy ~ 10 hours

TC 704 or TC 542 Reaching Reading

~ 10 hours (MMSN and ESN)

~ 20 hours (ECSE)

TC 705 Teaching Math ~ 10 hours (MMSN and ESN)

Accelerated Pathway Candidates

Single Subject and Multi-Subject Exempt

Candidates with an existing Special Education Credential seeking a Special Credential in another area are required to meet this clinical experience as follows:

TC 958 Advanced Instructional Strategies ~ 30 hours (MMSN)

TC 545 Advanced Curriculum and Instruction ESN ~30 hours (ESN)

TC 530 Advanced Curriculum and Instruction ECSE ~30 hours (ECSE)

Student Advisors

Student Advisors are available two times per week (please check your student portal for specific days/times and the Zoom address or by appointment (please check the EPP website for advising appointment sign-up)).

Phase 3: Completion

- Participants are expected to enroll during consecutive semesters with multiple sessions (extensions may be granted for specific circumstances).
- Successful completion of the required Preliminary Credential Coursework and signature projects.
- Successful completion of fieldwork and end of course reflections
- Attendance at orientations and application symposiums
- Analysis of Portfolio fieldwork project (ECSE only)
- Passing Score of Education Specialist CalTPA (ECSE exempt)
- Passing Score on the RICA (ECSE exempt)

It is expected that candidates complete the credentialing coursework within two years of starting the program. If an extension is needed for an extenuating circumstance, meet with your advisor immediately. Candidates must enroll in all courses in your course sequence before the start of each course and in the order provided. Late enrollment will not be accepted. Candidates who do not enroll in their course sequence in the order provided may have their program extended and incur additional costs.

Accelerated Pathway

The Special Education (Education Specialist Instruction) Credential Program Accelerated Pathway is designed for teachers with a California Clear Teacher Credential. Candidates will earn a Clear Education Specialist Credential in the applicable area of specialization. Candidates with a Preliminary Teaching Credential are still eligible if they can provide proof of two years of successful teaching under their preliminary credential in a public or private school.

The Accelerated Pathway is for candidates seeking an additional Clear Education Specialist Credential or another Preliminary Credential if the candidate has two years of verified experience. The pathway is pre-determined based on prior credentials and experience. Only those candidates seeking a second Education Specialist Credential can request a transcript analysis for a specialized pathway.

The Accelerated Pathway consists of 11-12 courses and intern seminars in an online format with support and supervision through coaching. Candidates are expected to complete culminating Portfolio fieldwork consisting of evidence of all 6 TPEs.

Accelerated Pathway Required Courses

All Credentials

- TC 623 Professional Legal and Ethical Aspects of Education
- TC 410 Special Topics: Evidence Based Practices and Autism
- TC 402 Classroom Management
- TC 411A Intro to Typical/Atypical Development with Health Aspects
- TC 411B Advanced Typical/Atypical Development with Health Aspects

Additional Classes for ECSE:

- TC 409 AAC and AT
- TC 403 Collaboration
- TC 530 Curriculum and Instruction/Intervention for Young Children with Special Needs
- TC 531E Infant and Toddler Fieldwork

Additional Classes for ESN:

- TC 409 AAC and AT
- TC 403 Collaboration
- TC 540 Advanced Curriculum and Instruction ESN
- TC 541 Reading and Language Arts ESN

Additional Classes for MMSN:

- TC 928 Core Content
- TC 948 Curriculum and Instruction & Case Management
- TC 958 Collaboration with Transition Planning

The criteria for acceptance into the Special Education (Education Specialist Instruction) Credential Program Accelerated Pathway is:

- General Education or Special Education Teaching Credential
 - Clear or Preliminary Credential and verification of two years of work as a credentialed teacher
 - If Preliminary Credential holders, must provide two years' exemplary performance review from supervisor
- Letter of Recommendation from Supervisor
- Teaching Position in your area of specialization in any of the following categories:
 - An inclusive classroom which has students with Extensive or Mild to Moderate support needs, or in the category of ECSE, for whom you are the teacher of record
 - An SDC classroom
 - An ECSE early intervention program (only ECSE Candidates)
 - An RSP position
- Unofficial Transcripts (Preliminary Credential holders only)
- Letter of Intent

Candidates who do not yet have an internship may still begin the program by enrolling in non-internship coursework.

Induction – General and Special Education Teachers

The Clear Induction Credential Program is designed to provide an option for teachers to clear their preliminary credentials through a CTC accredited program. The clear induction program provides a two-year, individualized, job-embedded system of mentoring, support and professional learning that can begin in the teacher’s first year of teaching.

The Candidate is matched with a mentor(s) within 30 days of program start according to credentials held, grade level and/or subject area, as appropriate to the participating teacher’s employment.

The Clear Induction Program is based on six Action Inquiry Cycles of Plan, Teach, Reflect, Apply. The Action Inquiry Cycles will be practical and intended to address a specific problem in a classroom, school or community. It is a cyclical not linear process. It is focused on the “how to” approach to solving a problem. Within each cycle is:

- Inquiry into Teaching and Learning
- Data Collection: Assessment of Teaching and Learning
- Data Collection: What is My Context?

In the two-year program, there is a portfolio which covers all of the California Standards for the Teaching Profession (CSTPs) and is comprised of the elements of Action Inquiry Cycles, the Individual Learning Plan (ILP, developed within the first 60 days) and Reflective Evidence. The Clear Induction Candidate has, on average, one hour of regular weekly contact with their coach for individualized support and mentoring.

Candidates will be expected to submit and annotate multiple video observations.

There will be online Collaboratives during which Clear Candidates will participate in job alike networking meetings and participate in a seminar with their collaborative community of practice.

The Individualized Learning Plan (ILP) is established to develop goals that align with the CSTPs. ILPs may not be used for the purposes of evaluation by the employment district.

Induction Application Requirements

- Applicants to the Clear Induction Program are required to provide:
- Proof of a Preliminary Teaching Credential
- Verification of employment, or offer of employment, in the credential to be cleared
- If you have a Level 1 Preliminary Education Specialist Credential you need to take a CTC approved course in the following areas (courses to be completed by the end of the program):
 - Health Education – Complete a course in Health Education, including but not limited to nutrition, the physiological and sociological effects of alcohol, narcotic and drug abuse, and the use of tobacco. This requirement must include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
 - Computer Education – Complete a course in Computer Education, including instruction in general specialized skills in the use of computers in educational settings.

Early Completion Option (ECO)

Senate Bill 57 is a legislative that allows a modified program option for exceptional experienced teachers. This option provides for qualifying candidates to complete the Induction Program at a faster pace than the full two years general required for completion of the professional teacher induction components. This option is made available to all participants in the following criteria are met:

- Eligible according to legislated criteria below
- Demonstrates knowledge skills, abilities and competencies required of all teacher candidates who complete the full-length program

ECO Eligibility

To be eligible for ECO, the participating teacher must hold a Preliminary General Education or Education Specialist Credential. The intent of the law is to serve exceptional experienced candidates. If, after reviewing the criteria, the participating teacher feels the criteria are met, an application may be submitted to request ECO status.

Criteria

- Two or more years of verified experience as a teacher of record
- Rigorous exceptional evaluations from site administrator

ECO Determination Process

Participating teachers are informed of the criteria and process for participating in the Early Completion Option (ECO) during the Induction Program Orientation. Interested candidates submit a packet with the following information to the EPP Office no later than September 30 of the Program year:

1. ECO Application
2. Two letters of recommendation, including one from your current site administrator
3. Exceptional performance evaluations from previous two years
4. Current year formal evaluation by current site administrator including the ECO Formal Evaluation Summary

Once the ECO application packet is submitted the Credentialing Programs Administrative Committee will review the application and makes the final decision regarding Early Completion Option eligibility.

Procedure for Early Completion Option Completion

- Participant signs an ECO application agreeing to the following requirements for program completion:
- Participation in the New Teacher Induction Program for up to 10 school calendar months
- Attendance at all required meetings during the year
- Completion of electronic portfolios with evidence of all California Standards for the Teaching Profession. The portfolio may be completed within 10 school calendar months. Evidence from previous years of teaching will be permissible
- Documentation of participation through the program's training record, coaching logs, electronic portfolio and a colloquium presentation.

ECO Documentation

- Agreement signed by the Educator Preparation Programs Director or Assistant Director and the Participating Teacher (PT) indicating that PT is participating in ECO and has agreed to the above participation requirements for completion. This form also indicates that the PT will be monitored during the year and if the above requirements have not been met, the PT will be required to participate in the second year of the program to successfully complete and be recommended for a Clear Credential.
- The Program maintains information on the number and progress of ECO participants
- The Program Director or Assistant Director signs the ECO Completion Form

ECO Candidates are expected to complete all the requirements and hours of professional development for the two-year program in one year.

Clinical Practice Assessment and Portfolio Evaluations

Induction Candidates will complete a portfolio which will consist of reflections on progress toward each CSTP and end-of-program reflection focused on growth in all standards. Each ILP has learner outcomes as a result of "unpacking" CSTPs on which each goal is based. In addition, the candidate will demonstrate their growth as teachers through the use of various tools and provide evidence of their growth. Each CSTP goal must be supported by at least two evidence pieces, and six Action Inquiry Cycles based on six CSTP goals.

Evaluation of Candidate Teaching Performance

The performance of teacher candidates, and those clearing their credential(s), will be guided by and evaluated at

least annually through the analysis of the portfolio. This support and evaluation occurs in a variety of ways across the duration of the Special Education (Education Specialist Instruction) Credential Program and teacher induction with Educator Preparation Programs.

Ongoing Inquiry and Reflection

Teacher candidates are expected to engage in continual evaluation of their own teaching performance. Reflective observations maintained for the internship experience courses begin initially as an opportunity for careful consideration of lessons observed in embedded assignments field experience classrooms prior to interning as the teacher of record. As teacher candidates take on increasing responsibility for instruction as the teacher of record, these reflections become a means of self-evaluation, professional inquiry, problem-posing, and critical analysis. As teacher candidates begin to plan and teach their own lessons, the opportunity to reflect is built directly into the lesson plan format. Coaches and District Support Providers read those lesson plans when they view the internship classroom and are able to assist preliminary teacher candidates in further assessing their practices.

Ongoing Professional Conversation

EPP designated coaches are education experts handpicked for their professional knowledge and their dedication to mentoring and supporting the teacher candidates with whom they work. Teacher candidates will be engaged in ongoing professional conversations with these experienced supervisors during all of their internship.

These professional conversations will touch on all dimensions of teaching, including (but not limited to) curriculum decision making, unit and lesson planning, instructional strategies, classroom management, interaction with students, assessment of student learning, adaptation of instruction to meet the needs of English Learners, students with identified special needs, or students with other learning challenges, communication with students’ parents, and interaction with colleagues. In these professional conversations, teacher candidates should expect to request and to receive regular feedback about their teaching performance. This ongoing feedback provides teacher candidates with meaningful guidance that is grounded in the specific context of the internship classroom. Professional conversations may be initiated by the teacher candidate, District Support Providers, or EPP designated coach. Teacher candidates are strongly encouraged to take ownership of their own professional development by asking questions of their District Support Provides and EPP designated coach. Because the routine aspects of daily practice often feel natural and intuitive to experienced teachers, they cannot always foresee which of their routines, decisions, or procedures should be discussed or explained in more detail to their teacher candidates. Candidates are encouraged to ask their support providers questions about any aspect of teaching. All questions, no matter how small or silly they might seem, are worthy of attention and responding thoughtfully to those questions is a central responsibility of District Support Providers and EPP designated coaches.

Formative Evaluations for Preliminary Credential Candidate

Formative evaluations are focused on providing immediate feedback that will strengthen and improve the teacher candidate’s instructional effectiveness. The preliminary teacher candidate will be observed/evaluated a minimum of six times per semester during their intern year.

Summative Evaluations

Summative Evaluations will be completed during the last two months of the internship placement to provide a big-picture assessment of the candidate’s accomplishments. The EPP designated coach completes the summative evaluation of the preliminary teacher candidate’s performance aligned with the competencies included in the California Teaching Performance Expectations. It will be a narrative evaluation of the teacher candidate’s performance designed to allow the District Support Providers and EPP designated coach to assist in documenting the candidate's unique strengths and specific accomplishments as a beginning teacher.

For Induction Candidates, the inquiry cycle serves as the summative evaluation as it is aligned with the California Standards for the Teaching Profession and tied to the candidate’s Individual Learning Plan. The Portfolio serves as the second form of Summative Evaluation for Induction Candidates. The EPP designated coach provides feedback for both summative evaluations.

Portfolio

One of the strengths of the Special Education (Education Specialist Instruction) Credential Program is the reflective Portfolio. It is a digital document that captures perspectives and reflections on student learning. The Portfolio provides the participants with the opportunity to reflect on their coursework and fieldwork activities. For Preliminary Candidates, the reflective Portfolio integrates elements of the six standards of the TPEs. For Clear Candidates, it integrates the six standards for the teaching profession.

The purpose of the Portfolio is to provide you with the opportunity to think about your coursework, fieldwork and learning plan to derive meaning from decisions made and actions completed. The Portfolio is designed to have you present your current teaching experiences and to reflect on them in a manner that represents your thinking and learning. This is a requirement for all preliminary and Clear Credential Candidates and is viewed as a significant part of the candidate's growth as an instructional leader.

Each candidate will create an ePortfolio through the online platform. The reflective Portfolio will be based on the TPEs or CSTPs. Coaches will provide guidance in completing the Portfolio. Advisors, instructors, coaches, and directors will review the Portfolios and provide feedback, further enhancing the development of a learning community.

Education Specialist CalTPA

All Extensive Support Needs and Mild to Moderate Support Needs Candidates are required to pass the Education Specialist CalTPA embedded performance assessment. The Education Specialist CalTPA was designed to provide candidates with the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class of actual students, reflect on their practice (for both themselves and all their students), and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the Education Specialist CalTPA.

Candidates demonstrate their capacity to teach actual students through multiple modes, by writing narratives and annotating videos in response to prompts and providing teaching and learning work samples such as lesson and/or activity plans, student work products, assessments (informal, student self-assessment and formal) and rubrics, feedback to students and other instructional materials.

Coaches will provide the one-to-one and small group support by engaging in activities such as examining lessons or examples of effective teaching based on the Education Specialist CalTPA rubric, probing candidates to self-assess their draft responses or video recordings without providing direct edits, and answering questions about the Education Specialist CalTPA. All information about the CalTPA and a link to the Education Specialist CalTPA Performance Assessment Program Guide can be found in the EPPscholar Student Portal.

Policies and Procedures

CANVAS (Learning Management System)

Class materials, resources, and assignments for each course, including fieldwork are housed in Canvas. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas. It is the responsibility of the student to check course requirements, notifications and review the assignments in Canvas.

Written Assignments

As a leader it is important to develop professional communication habits including writing for different audiences. The courses you are taking are graduate level courses. It is an expectation that written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. APA style guide and information will be posted in CANVAS to support you. Your course instructors will also provide support in class. All written

assignments must be typed using appropriate spacing, font size and margins. Work must be submitted free of grammatical errors, spelling polished and publish-ready.

Student Enrollment System <https://eppscholar.sccoe.org/>

The department uses EPPscholar as our student enrollment system to maintain your information. Please keep your personal contact information current. Tuition and fees are to be paid through EPPscholar. Grades from the CANVAS system are transferred to EPPscholar.

Tuition and Tuition Policies

Candidates are charged tuition at the rate specified for the year of program entry.

- All tuition payments must be received prior to the first date of class. If tuition is not paid and you are not enrolled by the first class, you will not be eligible to take that class. Late enrollment is not accepted.
- Faculty may not accept tuition payments.
- Payments are to be made in EPPscholar using a credit or debit card. You may write a check to SCCOE. Please know that if you choose to pay by check, this may delay processing. We do not accept cash.
- A late fee of \$75 will be charged if payment is received after the due date.
- Refunds are not available on application fees, deposits or once classes have begun.
- EPP makes every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, EPP must reserve the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees.
- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All listed fees should be regarded as estimates that are subject to change.

Title IV Federal Student Aid Disclosure

Educator Preparation Programs does not provide Form 1098-T to students enrolled in our programs. Form 1098-T is only provided by an eligible educational institution that reports, among other things, amounts paid for qualified tuition and related expenses. A student must receive a Form 1098-T for each tax year to claim an education credit. Unfortunately, we are not considered an eligible educational institution by the IRS as we do not provide Federal Student Aid through our programs. Additionally, we do not have a Federal School Code, which is assigned by the Department of Education for schools participating in the Title IV federal student aid programs.

Course Equivalencies/Transcript Analysis

Course equivalencies are only accepted for Special Education (Education Specialist Instruction) Credential Program preliminary traditional pathway coursework and Accelerated Pathway candidates if earning a second Education Specialist Credential. Course equivalencies are not accepted for those students on the Accelerated Pathway with a Clear Multi-Subject or Single Subject Credential. Their pathway to the Education Specialist Credential is predetermined based on their base credential. Course equivalencies for those students on the Accelerated Pathway with a Clear Education Specialist Credential are based on a transcript analysis. Their pathway is determined based on this analysis.

A transcript analysis for their entire program may be requested during the candidate's first two weeks of enrollment. Requests will not be accepted after the start of the class or program. It is advised that candidates notify the EPP staff of their request via email at epp@sccoe.org once they pay for and submit the transcript analysis request on www.eppscholar.sccoe.org. The applicable course description and/or syllabus must be available for consideration. The course must have been taken within the last seven years to be considered for equivalency.

Transcript Analysis Specifications

1. Only six units or less can be transferred/applied (unless applying for a second credential)
 2. Only courses completed within the last seven years will be considered
 3. Only courses that qualify for graduate credit by an accredited institution can be transferred
- * Exception: Integrated credential coursework completed as an undergraduate may be considered pending review of transcripts and course descriptions.

Once a course is deemed eligible for consideration after having met the above criteria, there are several factors that are considered when a course description and/or syllabus is being evaluated for equivalency:

- Comparison to Special Education (Education Specialist Instruction) Credential Program course syllabi in terms of content, assignments and TPEs or CSTPs
- Infusion of current terminology and practice
- Developments in the field
- Connection to Inclusion, Special Education and Equity Principal

Foreign Transcripts

Individuals who have completed college or university coursework at an institution in a country other than the United States must obtain a full or course-by-course evaluation from an agency approved by the Commission on Teacher Credentialing for Foreign Transcript evaluation of foreign transcripts, degrees, and other relevant documents from outside the United States prior to applying to the SCCOE Preliminary Intern Credential Program. For more information, please visit: www.ctc.ca.gov/credentials/leaflets/cl635.pdf

Class Attendance

A core concept of the program is the contribution of individual candidates and that of the collective cohort. In addition to learning content, and so that they may contribute insight, experience, and reflection, candidates must attend each class meeting. To reflect the importance of attendance and participation, a separate component of each class grade is class attendance. Consistent attendance will have a direct impact on learning, performance, and grades.

If a candidate must miss a class due to illness, etc., the candidate must contact the faculty prior to not attending class. Should an unforeseen event (family emergency, illness, etc.) occur, contact the instructor and program administrator immediately. Each absence will be handled on a case-by-case basis. Attendance and participation points cannot be obtained through makeup work. A consistent problem with attendance may result in dismissal from the program. Class attendance and participation is a priority. More than two absences will lead to dismissal from the class. The candidate will be put on academic probation and be required to take and pay for the class again. In addition, it will impact the length of time in the program and their intern credential. Candidates with intern credentials who must extend their program to repeat courses are required to receive ongoing coaching support at their own expense. If a candidate is on academic probation during multiple semesters, it may lead to termination from the program.

Absence Due to Religious Holiday

Educator Preparation Program's policy for students who miss class, assignments, or exams to observe a religious holiday will be accommodated as follows:

- Absences may not be counted as a missed class in any course in which attendance is a measure of academic performance
- Reasonable extensions of time must be given, without academic penalty, for missed assignments

Students must inform their instructor and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence, preferably at the beginning of the course. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that missed class in by the deadline set by the instructor.

Grading

All courses are expected to be completed at mastery level. Faculty is solely responsible for the determination of course grades and grading criteria needs to be clearly defined on the course syllabus, including the effect of attendance on the final course grade.

Grades	Minimum Score	Grade-Point Equivalent
A	93%	4.0
A-	90%	3.7
B+	87%	3.3
B	83%	3.0
Anything Below B is not acceptable		

- Grade A Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.

- Grade B Good knowledge and application of course content, assignments reflect professionalism, effort and application of course requirements.

- B- and below Failure; course will need to be retaken and Candidate may be placed on academic probation. (Does not meet standards)

- Grade NP Not Pass

- Grade IP In Progress (upon approval by instructor due to exceptional circumstances). Will become NP if revised deadline is not met.

- Grade W Withdrawn from course

Course Grades

When a candidate fails to complete any component of the enrolled Credentialing Program successfully, the Program Administrator will review progress and determine corrective action. All coursework must meet standards and be completed on time. Extensions are at the discretion of the instructor and cannot be extended beyond two weeks after the last day of class. If the candidate must repeat the class that following year, it will be at their own expense as will be the cost of additional coaching and supports (if applicable).

Academic Probation

Candidates who do not meet standards in a course, earning a B- or below, will be placed on academic probation and may be required to adhere to an Intervention Action Plan. Candidates who are on probation for three semesters in a row will be dropped from the program.

Leave of Absence

If a candidate cannot continue with courses during the program year, a Leave of Absence can be requested. This Leave must be requested in writing and submitted to our office. Upon approval, the Leave of Absence will be issued for one year. The Leave of Absence will keep the completed courses on file and the candidate may restart the program the following year taking only the courses not completed. A \$75 Reinstatement Fee will be added to the candidates' account upon reinstatement to the program. If the candidate does not return the following program year, the Leave of Absence will no longer be valid, and the candidate will need to restart the program.

Adverse Credential Actions

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant's credential status is cleared or reinstated by the Commission on Teacher Credentialing (CTC), the applicant may petition for admission to the credential program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision.

Acts of Dishonesty

All candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

Plagiarism

Plagiarism is a serious offense. Types of plagiarism include deliberate plagiarism, paraphrasing, patchwork paraphrasing, accidental plagiarism, buying assignments and inaccurate authorship. Candidates suspected of plagiarism will be counseled and may be reported to the CTC which could put their credential at risk.

ADA Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide Program Administrators with documentation that describes the specific disability (i.e. psychologist, physician, or educational diagnostician).

Individuals with disabilities who are requesting accommodations should upload documentation to their student portal and then contact the Program Coordinator. Once documentation is on file, arrangements for reasonable accommodations will be made. Candidates will work with faculty directly for the approved accommodations.

Program Extensions

An intern student who does not earn their preliminary credential in two semesters of support and supervision due to lack of multiple program requirements such as coursework, the portfolio, and exams, is required to take a 3rd or 4th semester of continued supervision while they complete those requirements. Additional semesters of supervision will be added at the student's expense.

Intern teaching candidates who have not attempted all required assessments by the end of the program will not be eligible to apply for an extension of their intern credential and will be dismissed from the program. An intern student who completes all program requirements except passing a culminating exam is required to take a fieldwork course for each test/assessment not passed. Continued support/supervision is considered a course. The additional semester/course(s) will be at the expense of the student. Additionally, while working on an intern credential, students must continue to log support hours until all requirements are met.

Intervention Action Plans

If faculty members, coaches and/or supervisors have concerns about a student's supervised performance and determine that remediation is appropriate, they will inform the student about areas of concern, offer specific suggestions about how to meet performance expectations, and set specific goals and a timeline in which the student can demonstrate improved performance. The student may receive a Rick of Academic Probation notice known as an Intervention Action Plan. Students with unsatisfactory TPEs as reported at a Progress Conference will automatically be placed on academic probation. If a student's performance does not meet expectations at the end of the given timeline, the student may not move forward in the program, may be withdrawn from internship status and may be placed on an individual plan and agreement.

Program Dismissal

Dismissal from SCCOE's Educator Preparations Programs may occur due to:

1. Inadequate Academic Performance or Progress or
2. Failure to adhere to the Ethical Principles Professional Responsibilities (see below)

Violence, threats of violence, intimidation, stalking, and similar behaviors towards students, program candidates, faculty and/or SCCOE employees on the part of students shall lead to immediate dismissal from the program.

The reason(s) for a student's pending dismissal will be identified by the program administrator(s) and referred to the Director(s) of Educator Preparation Programs for review. The decision will be final and will be forwarded to the student.

Ethical Principles Professional Responsibilities – Code of Conduct

It is expected that students always be uphold a professional demeanor and attitude. If you hear or see things in coursework with which you may not agree, you must stay open to learning, remain professional, and keep all conversations confidential.

Students participating in EPP shall adhere to the following Universal Teaching Performance Expectations:

U6.2 Recognize their own 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 and well as toward their colleagues.

U6.5 Demonstrate professional responsibility for al 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.

U6.6 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.

The educational leader:

- Makes the education and well-being of students the fundamental value of all decision making.
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Implements local, state and national laws.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
- Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- Accepts academic degrees or professional certification only from accredited institutions.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
- Accepts responsibility and accountability for one’s own actions and behaviors.
- Commits to serving others above self.

Grievance and Appeals Process

Should a student question program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirement or other topic, the concern must be submitted in writing to the program directors using the appeal form available on the EPPscholar.org website. Next, a meeting will be scheduled by the student with the program directors to review and discuss concerns and determine next steps. Another meeting may be scheduled to further discuss the situation. Following discussion and review of the concern with the Program Administration, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

Notification of Changes

It is the responsibility of the student to notify the Educator Preparation Programs Department Staff of changes in employment, work location, credential or changes in contact information.

Office Hours

Appointments with EPP Administration are available M-F 8:00 a.m. to 5:00 p.m. and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

Appendix

Course Descriptions

TC 402 Classroom Management

This course focuses on teaching candidates how to develop a positive classroom environment that supports learning. Candidates will learn the information on laws and regulations as they relate to promoting positive behavior, self-regulation, manifestations and determinations and safe schools (e.g. IDEA, FERPA, ESSA, Supreme Court). Candidates will learn how to manage a classroom and build structures that support student engagement and motivation. Candidates will also learn how to monitor, assess, manage, and teach positive classroom behaviors. Candidates will review classroom and school management strategies and develop individual behavior management plans with the goal of transition planning. Candidates learn advanced strategies and interventions for preventing, minimizing, and resolving challenging behaviors in the classroom as well as how to facilitate acceptable behaviors. Candidates will learn about school wide positive supports and their role in promoting safe schools and positive social emotional learning, including but not limited to restorative justice and anti-bullying strategies. Within the course, candidates will learn strategies for working with families and be able to identify their own behaviors that may impact behavior in students. These strategies and interventions will empower teachers to support students with emotional and behavioral disorders in the general and special education classroom.

TC 403 Collaboration Skills

Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

TC 404 Introduction to Inclusive Classrooms

This course provides an introduction to the profession of teaching in the inclusive environment. Candidates will be introduced to the following concepts: historical aspects of education (incorporating both general education and special education, inclusive education, multi-tiered systems of support, universal design for learning, common core and ELD standards, 21st Century Learning to ensure a learning environment that is physically, mentally, intellectually and emotionally safe and healthy (including addressing bullying, racism, and sexism among students). Candidates will also be introduced to a variety of instructional strategies, resources, and assistive technology. Candidates will learn and be able to understand & demonstrate the following concepts: lesson design & planning, use of Common Core standards, social-emotional learning. Candidates will be exposed to working with a diverse population. Candidates will show knowledge of students' prior experiences, interests, and social-emotional needs. Candidates will utilize a student's cultural, language, and socioeconomic backgrounds as a means to engage learning. Candidates will access resources to support students in need as well as collaborate with other educators and the larger school community. Candidates will receive an overview of the stages of child development and the relationship between development and education. Candidates will begin to learn how to write IEP goals and objectives and to develop IEPs and 504 plans. Candidates will provide opportunities and teach advocacy strategies for students to meet their specific learning needs and provide opportunities for students to support each other. During the course, candidates will be provided information regarding the referral process, procedural safeguards, manifestation determination/expulsion and timelines.

TC 406 Working with Language Diverse Communities

This course is intended for candidates who will work with service providers and or become case managers in supporting families of children with special needs within language diverse communities and may be English language learners. Candidates will learn about cultural values, including cultural shock, including inter- and intra-group differences, health and healing values, attitudes toward individuals with disabilities, child rearing practices through the exploration of underlying concepts such as acculturation and assimilation, intervention strategies/support services and language issues. The course will investigate family support principles as a key

strategy in working with language diverse families. The course is designed to facilitate the student’s development of critical analytical skills in the evaluation and interpretation of cross-cultural issues in theory and practice. Topics on building equity to empower all learners will be embedded during class.

TC 407 Development of Language and Literacy

Candidates will learn language development; linguistic terminology and components of languages; biological basis of language; theories of language acquisition; stages of language development; environmental factors; language diversity factors; bilingualism; characteristics of and intervention for language disorders; emergent literacy; assessment of language; second language learning and language changes throughout the lifespan. This course assists candidates in learning from current research and practice how cognitive, pedagogical, and individual factors affect students’ language acquisition. It focuses on understanding how to effectively use materials, methods and strategies for English language development that are responsive to the individual developmental learning needs of each child. This course will increase the student’s knowledge base concerning the learner, the teacher, the language-learning process, normal and atypical language acquisition, learning environments, learning styles, language learning strategies, second language learning and key theoretical perspectives on language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language and early literacy development will assist the student to become a competent collaborator in terms of developing language development programs and a decision-maker regarding referrals for further assessment. This course will focus on typical/atypical language development, language learning and students with disabilities. Candidates will become knowledgeable on identifying language development needs versus language acquisition needs.

TC 409 Augmentation/Alternative Communication & Assistive Technology

This course is designed to provide candidates with the skills required to work effectively with children and youth who may need an augmentative and alternative communication system (AAC) and/or other assistive technology. The focus of this course will be on understanding the different forms of AAC and assistive technology (AT) to support the students with whom they will work. There will be a very strong emphasis on familiarity of AAC and AT tools, devices, augmentative aides and specific technology to support social interactions, accessing the general education curriculum, and independence. Portions of this course may be held in or demonstrated from the SCCOE AAC/AT Lab where candidates will see AAC devices first hand.

TC 410 Special Topics: Evidence Based Practices in Autism, ID and other interventions

This course is organized to prepare teacher candidates with the knowledge necessary to select and use evidence-based assessments and interventions in the classroom setting. There will be a special emphasis on social, behavior, and academic Evidence Based Practices in Autism, sensory and focus difficulties and the challenges faced by families of children with ASD and ID. However, candidates will learn Evidence Based Practices that apply to multiple disability categories, support needs and subject areas. This course interconnects the skills the instructional strategies learned in the core curriculum courses and the progress monitoring knowledge of the assessment course. Candidates will be presented with, learn and apply evidence- based intervention practices that have been demonstrated to be effective through outcome evaluations. This is a practical fieldwork course during which candidates will demonstrate the ability to implement universal screeners, class wide interventions, research-based preference assessments, and evidence-based reading and math interventions.

TC 411A Introduction to Typical/Atypical Development and Health Concerns

During this introductory course, candidates will learn about typical and atypical development and its impact on education. Strategies will be discussed so that students can access the general education curriculum to the extent possible based on their unique needs. Course content includes an introduction to medical and health problems evolving from perinatal developmental risk factors, and chronic medical conditions, such as traumatic brain injury, issues related to nutrition and issues related to alcohol and drug use. Candidates will also learn strategies and accommodations/modifications for working with children with medical issues. With a focus on inclusive practices candidates will be introduced to the role of the medical team and the candidate’s unique perspective when contributing to that team. All Candidates are required to pass infant to adult CPR and first aid during this course.

TC 411B Advanced Typical/Atypical Development and Health Concerns

This course expands the learning from the introduction course into a deeper understanding of trauma informed care and continues with the impact of sensory and mobility challenges onto the physiological and sociological effects of the abuse of alcohol, narcotics, and drugs and the use of tobacco. With a focus on inclusive practices, candidates will further expand their learning of strategies for accommodations and modifications for working with children with serious medical issues as well as working with families. Course content includes a deep understanding of the medical and health problems evolving from perinatal developmental risk factors, and/or chronic medical conditions, and the physiological and sociological effects of the abuse of alcohol, narcotics, and drugs and the use of tobacco. Candidates will understand the medical team functions, interpretation of medical histories; specialized medical equipment; family reactions and coping strategies; and how community resources are addressed. Candidates will learn about the federal, state and local policies regarding working with specialized health care. *Extensive Support Needs and ECSE candidates only will complete an additional Deaf-Blindness and Instructional Strategies Module and Discussion Board.*

TC 530E Curriculum and Intervention for Young Children with Special Needs

The purpose of this course is to develop the skills necessary to provide quality intervention for young children with special developmental needs from birth to Kindergarten. It includes a study of the philosophies of early intervention, curricula resources and research-based intervention models and strategies. Candidates will learn how to and practice conducting play-based assessment. Assignments promote opportunities to simulate a variety of intervention techniques and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Evidence-based intervention approaches for specific disability areas such as visual impairment, physical impairment, autism spectrum disorders and general developmental delay will be investigated. Class discussions and assignments will expand on information provided in assigned readings and acquired through field experience. Each class will begin with a real-life English Learner case study analysis specific to the context one or more of the students is facing in their current classroom.

TC 531E Infant/Toddler Intern/Field Experiences

This internship is an advanced level supervised field experience that focuses on teaching/intervention with birth -3 year olds within natural environments and least restrictive environments for inclusive practices. This is a performance-evidenced experience that requires direct observation. Candidates will be expected to provide documented evidence related to demonstrated competency in relation to referral, assessment, IFSP/IEP/BSP processes, home-based intervention, classroom instruction, materials and classroom modification, consultation, collaboration, co-teaching, in-service training, behavioral planning and intervention for children of all learning levels including English learners. Observations and practical experiences across age groups and educational settings for which the education specialist credential will be certified are mandatory. Candidates must also provide evidence of working with English language learners with concurrent special education IFSP/IEP documented needs.

You will need to complete a minimum of 12 hours of direct observation of early intervention services. This does not include travel or prep. One must include an intake assessment, or an Initial or Annual IFSP. Eight of these must be delivered by a credentialed ECSE, the others may be done with a speech therapist, occupational therapist, physical therapist, special Ed teachers (visually impaired, deaf/HOH, and/or orthopedically impaired). Ideally, 2-3 of these will include 1-hour observations with the same child/family, and at least 4 hours must include a child with a low incidence disability (hearing, vision, and/or orthopedic). Your observation log is available on Canvas.

TC 541 Reading and Language Arts ESN

This course examines concepts in reading including formal and informal methods for determining a student's reading ability to plan effective instruction. Methods and materials for the sequential development of decoding, encoding, fluency, vocabulary and reading comprehension will be discussed and practiced. Candidates will learn how to make a communication rich environment to support all students including those that are deaf-blind. The impact of all levels of students who are learning English within the development of learning reading will be addressed throughout the course.

TC 542 Fall Fieldwork Experience Seminar in Teaching and Learning

Beginning Seminar in Teaching and Learning is intended for candidates who will work with Extensive Support Needs, Mild to Moderate Support Needs, as well as families of young children with special needs and English Learners. Candidates will learn about the High Leverage Practices which support a diverse population of students in both a General Education and Special Education inclusion classroom setting. Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students. The focus will be on classroom design, positive behavior intervention supports and group contingencies. The course will include a review of the psycho-social stages of development in children (Maslow, Erikson and Kohlberg). A review of development needs to be included for both seminars. Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners. Candidates will learn how to maintain ongoing communication and collaborate with students, families, and professional colleagues to support all children in an inclusive classroom. Candidates will use a variety of communication methods to relay achievement, student goals, expectations and progress. Candidates will consult and collaborate with the larger school community and access resources for planning and instruction by engaging and utilizing virtual tools, co-teaching strategies and/or networking.

TC 545 Advanced Curriculum & Instruction Extensive Support Needs

This course examines curriculum, behavior, communication skills and the needs of children and youth with Extensive Support Needs. It focuses on implications and evidence-based methods of assessment and curriculum development for individuals with moderate, severe, or profound developmental delay or have multiple disabilities. Included is information on curriculum adaptation and self-advocacy. Special attention will be given to the challenges of teaching mathematics. This course also discusses positive behavior intervention planning and communication skills strategies that allow individuals with a wide range of disabilities to participate in inclusive education settings. Candidates will complete a signature project of an adapted instructional program and task analysis. Each class will begin with an English Learner Case Analysis and Discussion specific to at least one student in the course.

TC 620 Assessment Administration and Best Practices

This course includes hands-on practice selecting, administering, scoring, reporting and interpreting alternative methods of assessing young children and youth with all levels of disabilities, survey of standardized and non-standardized assessment techniques and how they are employed to identify, develop programs, and monitor performance of your children and youth with disabilities. Included are the following: a review of recommended practices in assessment and education; alternative methods such as observations, portfolios, and curriculum-based. Candidates will administer formal assessment instruments, and construct, administer and evaluate informal assessments as well report writing and skill building in translating assessment results into educational planning. Attention is given to techniques required to ensure nonbiased, nondiscriminatory assessment and compliance with public law.

TC 622 Family Systems

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities including the network of service providers and community agencies with which these families interact. The course content emphasizes is the family in areas such as; family systems, life stages, transitions, partnerships with professionals. In addition, content includes professional skill areas which are critical to the work; such as methods, techniques and or strategies about *how* to partner and learn with families to support service delivery, advocacy and facilitating assessments including *how* the professional as an “adult learner” can facilitate problem solving (i.e. coping) communication (i.e. active listening) and parent education.

TC 623 Professional, Legal and Ethical Aspects of Special Education

This course explores the professional, ethical and legal responsibilities of teachers in public education. Candidates will be able to understand their professional roles as teachers and as mandated reporters. Ethical considerations regarding professional conduct will be presented. Candidates will explore the concept of safe schools and

maintaining an environment free from bullying. Special education laws and regulations are examined. Teacher candidates will be able to describe their obligations within special education to provide compliance and free appropriate public education to students with disabilities and those who are English language learners at any level. Candidates will demonstrate an understanding of educational benefit for students with special needs.

TC 642 Spring Field Experience Seminar in Teaching and Learning

This course is intended for candidates who will work with Extensive Support Needs, Mild to Moderate Support Needs, as well as families of young children with special needs. Candidates will learn about the High Leverage Practices which support a diverse population of students in both a General Education and Special Education inclusion classroom setting. Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students. The focus will be on collaboration, embedded instruction, and putting together all of the elements of high leverage practice together toward designing a classroom with built-in inclusive practices. Candidates will learn how to collaborate with professionals and families to support all children in the classroom. The course will include a review of a child’s social-emotional and cognitive development in the context of structuring classroom environments and guiding instructional practices. (Piaget, Kohlberg, Erikson and Maslow Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners. Candidates will develop a deeper understanding of the needs of their students and families and seek the appropriate related services, both within the school and within the community, to provide an optimal learning environment for the diverse needs of their students. In doing so, Candidates will recognize their own values and implicit and explicit biases and how those impact teaching. Candidates will engage in reflective practices that strengthen their teaching practices and knowledge of pedagogical understanding and implementation to improve student learning.

TC 701 Collaborative and Case Management

The course provides teachers with an understanding of educational principles and practices used to develop short and long range planning for students in the inclusive setting. Universal Design for Learning and other strategies will be explored. Candidates will learn how to locate and apply information about current academic status and learning needs, including but not limited to, assessment data, language proficiency and cultural background, in order to plan for instructional purposes. The course also provides an overview of educational principles and practices for identifying and teaching diverse students in the inclusive classroom who demonstrate various disabilities including but not limited to: mild intellectual disabilities, learning disabilities, attention deficit/hyperactivity disorders, physical impairments, traumatic brain injuries, homelessness, foster youth, incarceration, medically fragile youth, and emotional/behavior disorders. Candidates will further their understanding of the IEP process by learning how to write IEP goals and objections, monitor progress and make adjustments as appropriate. Common compliance issues will be presented.

TC 704 Teaching Reading Language Arts Mild to Moderate

Reading and Language Arts is intended for candidates to use subject matter knowledge to plan, deliver, assess and reflect on language arts instruction for all students, consistent with Common Core and California State Standards. This course examines concepts in reading including formal and informal methods for assessing a student’s assets and strengths in order to plan effective instruction. High leverage practices, methods and materials for the sequential development of decoding, encoding, fluency, vocabulary and reading comprehension will be discussed and practiced. Candidates will understand the impact of English Language learning on the development of all reading, literacy, and language arts for the full range of learners. This course is also designed to facilitate the candidate's development and progression of critical analytical skills in the evaluation and interpretation of reading and language arts in theory and practice. Inclusive strategies and techniques including but not limited to co-teaching and providing in class academic support will be emphasized.

TC 705 Teaching Math

This course is intended for candidates to use subject matter knowledge to plan, deliver, assess and reflect on math instruction for all students, consistent with Common Core and California State Standards. The course presents strategies for teaching mathematics emphasizing a conceptual understanding of topics typically taught in

elementary, middle, and high school classrooms, such as numbers and numeration, fractions, decimals, ratios, proportions, as well as concepts in algebra and geometry and advanced mathematics, data analysis, probability and statistics. High leverage practices, methods and materials for the sequential development of number sense, operations, equations and algebraic thinking will be discussed and practiced. The impact of all levels of students who are learning English within the development of learning math will be addressed throughout the course. This course is also designed to facilitate the candidate's development of critical analytical skills in the evaluation and interpretation of mathematics in theory and practice. Inclusionary strategies and techniques including but not limited to co-teaching and providing in class academic support will be emphasized.

TC 780 Support and Supervision

This is a field-based course to measure competency as an intern teacher. Through this course you will complete self-assessments, develop an individual development plan, submit a video of the instructional environment you have created and annotate video evidence of your competencies as an intern teacher. Although all TPEs domains will be reviewed during the two semesters of Support and Supervision, the Specific Learning Objectives are focused on Developing as a Professional Educator. This course involves Supervised support, feedback and observation and coaching of interns and new teachers. This includes collaborative evaluation of the Individual Development or Learning Plan. This course is a complement to TC 542 and TC 642.

TC 802 Advanced Curriculum and Instruction Mild to Moderate

In this class, candidates will develop curriculum and design instructional strategies with a focus on developing a curriculum that provides reasonable accommodations to all children including those with disabilities and those who are learning English. A focus on research-based approaches for designing, adapting, prescribing, and delivering instruction in content areas. Candidates will engage in progress monitoring. Relevant standards will be used when designing and using standards-based, individualized instruction that is appropriate, and systematic for all students including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Through differentiation candidates will access the general education curriculum to support all students in active participation in lessons with the necessary supports, services and adaptations required for each student. This course focuses on reflective practices and the attitudes, skills, and dispositions which empowers educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

TC 804 Transition Education and Services

This course is designed to provide the candidates with a broad understanding of the transition process across the lifespan of the student. It will enable the candidates to be able to assess the individual transition needs of a student from elementary through post secondary for the purposes of writing IEP's and/or ITP's. A variety of transition experiences, ranging from changing grades and schools to inclusion and postsecondary planning, will be covered. Candidates will learn how to work effectively with other educational and community agencies as well as how to include the family of the student in the transition process. Legal and timeline requirements will also be covered.

TC 928 Advanced Instructional Strategies Mild to Moderate

This course is intended for students that have a basic understanding of pedagogy and the foundations of teaching who currently possess a California Teaching Credential. This course provides an in-depth learning experience in the teaching of mathematics and language arts based on the California Common Core Standards. Strategies emphasize a conceptual understanding of topics typically taught in elementary, middle, and high school classrooms will be discussed and practiced. Candidates will learn about Universal Design for Learning (UDL) and high leverage practices as it relates to students with disabilities and students from diverse backgrounds. Evidence-based interventions will be examined, as well as developing appropriate goals and progress monitoring of those goals. As part of the EPIC program, inclusionary strategies and techniques including but not limited to co-teaching and providing in class academic support will be emphasized. Relevant standards will be used when designing and using standards-based, individualized instruction that is appropriate, and systematic for all students including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Through differentiation, candidates will access the general education curriculum to support all students in active participation in lessons with the necessary supports, services, and adaptations required for each student. Candidates will identify various appropriate teaching strategies for students with mild/moderate disabilities, including but not

limited to: learning disabilities, intellectual development, attention deficit/hyperactivity disorder, speech/language disabilities, traumatic brain injury and emotional/behavior disorder.

TC 958 Case Management and Collaboration Mild to Moderate

This course is intended for students that have a basic understanding of pedagogy and the foundations of teaching who currently possess a California Teaching Credential. The course provides teachers with an understanding of educational principles and practices used to develop short and long range planning for students in the inclusive setting. Universal Design for Learning and other strategies will be explored. Candidates will learn how to locate and apply information about current academic status and learning needs, including but not limited to, assessment data, language proficiency and cultural background, in order to plan for instructional purposes. The course also provides an overview of educational principles and practices for identifying and teaching diverse students in the inclusive classroom who demonstrate various disabilities including but not limited to: mild intellectual disabilities, learning disabilities, attention deficit/hyperactivity disorders, physical impairments, traumatic brain injuries, homelessness, foster youth, incarceration, medically fragile youth, and emotional/behavior disorders. Candidates will further their understanding of the IEP process by learning how to write IEP goals and objectives, monitor progress and make adjustments as appropriate. Common compliance issues will be presented. During the course, Candidates will be provided information regarding the referral process, procedural safeguards, manifestation determination/expulsion and timelines. Candidates will engage in progress monitoring. Relevant standards will be used when designing and using standards-based, individualized instruction that is appropriate, and systematic for all students including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Through differentiation candidates will access the general education curriculum to support all students in active participation in lessons with the necessary supports, services and adaptations required for each student. This course focuses on reflective practices and the attitudes, skills, and dispositions which empowers educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.