Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Craig Coppin
CC: DAS, Program Planning & Review Unit
Date: November 12, 2025

Program Name: ACOE P.A.T.H. Teacher Apprenticeship
Industry: Education
DAS File No.: 101466
Grant Awardee: ☐ No ☒ Yes CAI Implementation Grant 2024

Action(s):

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

Labor Organization(s) Representing Apprentices:

San Lorenzo Education Association- 879 Grant Avenue San Lorenzo, CA 94580

Request for Approval under Labor Code 3075:

ACOE P.A.T.H. Teacher Apprenticeship is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

Comments:

The Alameda County Teacher Apprenticeship program is a two year, job embedded teacher licensure pathway that includes high quality instructional coaching, cohort based supports, and very low cost tuition for community members who aspire to teach with accredited CTC approved credential partners. The ACOE mission prioritizes serving our most vulnerable students and those who serve them with the tools to thrive; our teacher apprenticeship reflects our values of Continuous Improvement, Excellence, Equity and Love. The Professional Advancement and Training Hub at ACOE provides career pipelines and talent development in service of a skilled, diverse, and stable workforce in our districts and county that mirrors our

communities. We target specific staffing gaps disproportionately affecting our focal students and not currently addressed through local programming.

ACOE P.A.T.H. Teacher Apprenticeship and San Lorenzo Education Association will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Special Education K-12 Teacher (Mild/Moderate or Extensive Support Needs)

  O*Net: 25-3099.00

  Professional Worker Wage: $58.17 per hour
  Proposed Apprentice Wage: $54.33 per hour
  Proposed No. of Apprentices: 50

- Single-Subject K-12 Teacher O*Net: 25-3099.00

  Professional Worker Wage: $58.17 per hour
  Proposed Apprentice Wage: $54.33 per hour
  Proposed No. of Apprentices: 50

- Multiple-Subject K-12 Teacher O*Net: 25-3099.00

  Professional Worker Wage: $58.17 per hour
  Proposed Apprentice Wage: $54.33 per hour
  Proposed No. of Apprentices: 50

- PK-3 Teacher O*Net: 25-3099.00

  Professional Worker Wage: $58.17 per hour
  Proposed Apprentice Wage: $54.33 per hour
  Proposed No. of Apprentices: 50

Proposed Employers:

- San Lorenzo Unified School District, 15510 Usher St., San Lorenzo, CA 94580
  - Occupation(s): Special Education K-12 Teacher (Mild/Moderate or Extensive Support Needs); Single Subject K-12 Teacher; Multiple Subject K-12 Teacher; PK-3 Teacher

DAS FILE # 101466

ACOE P.A.T.H Teacher Apprenticeship Program Standards

Table of Contents

Program Standards……1 - 7

List of Committee Members…….. Attachment A

Training Schedule and Working Conditions

Special Education K-12 Teacher (Mild/Moderate or Extensive Support Needs) Attachment B-1

Single-Subject K – 12 Teacher…….Attachment B-2

Multiple Subject K – 12 Teacher……Attachment B-3

PK-3 Teacher……Attachment B-4

Local Education Agency Letter(s)…… Attachment C

DAS FILE # 101466

Article I Purpose and Policy

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

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

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

Occupation	O*Net Code	Attachment
Special Education K-12 Teacher (Mild/Moderate or Extensive Support Needs)		
	25-3099.00	B-1
Single Subject K – 12 Teacher	25-3099.00	B-2
Multiple Subject K – 12 Teacher	25-3099.00	B-3
PK-3 Teacher	25-3099.00	B-4

Article III Organization

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

Article IV Jurisdiction

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

Area Covered by Standards: Alameda County

Article V Functions

The functions of the apprenticeship committee shall be to:

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

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be to:

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

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

Article VII Definition of an Apprentice

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

Article VIII Duties of an Apprentice

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

Article IX Apprentice Agreement

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

Article X Termination and Transfer of Agreements

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

Article XI Lay-off

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

Article XII Controversies

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

Article XIII Certificate of Completion

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

Article XIV Equal Opportunity in Apprenticeship

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

ACOE P.A.T.H Teacher Apprenticeship will create selection procedures that meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applications for apprenticeship will be accepted:

Applications can be submitted electronically at: https://www.acoe.org/path

Article XVI Records

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

ACOE P.A.T.H Teacher Apprenticeship
313 West Winton Avenue
Hayward, CA 94544

Article XVII Annual Compliance

ACOE P.A.T.H Teacher Apprenticeship will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

ACOE P.A.T.H Teacher Apprenticeship agrees to accept electronic signatures for these Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by ACOE P.A.T.H Teacher Apprenticeship on October 20, 2025 (Committee approval date).

Employer Organization

ACOE P.A.T.H Teacher Apprenticeship

313 West Winton Avenue, Hayward, CA 94544

_____ _____

Kristin Bijur, Chief of Educator Effectiveness Date

Employee Organization

San Lorenzo Education Association

15510 Usher Street, San Lorenzo, CA 94580

_____ _____

Melissa Galletti, President Date

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

_____.

(DAS approval date)

_____ _____

Adele Burnes, Chief Date

Division of Apprenticeship Standards

DAS FILE # 101466

Attachment B-1
Training Schedule and Working Conditions

ACOE P.A.T.H Teacher Apprenticeship

Occupation

Occupation: Special Education K-12 Teacher (Mild/Moderate or Extensive Support Needs)
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2448 on-the-job training (OJT) hours, 465-495 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

$ 58.17 per hour effective 12/11/2025.

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the respective District Classified Position Pay Scale of the classification. The apprentice shall be employed in the appropriate range for which they qualify. The apprentice shall advance to the proper step and range in accordance with Article 29, Exhibit A of the Collective Bargaining Agreement between San Lorenzo Education Association or the respective Union and the Unified School District.

Any additional Districts added as employers to this program will submit their wage schedules and follow the same wage schedule progression as established by their District’s CBA.

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

All mention of previous wage periods references the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

Hours of Work and Working Conditions and Overtime Provision:

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

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

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

Article III Work-Training

1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:
4) Alignment to Clinical Practice Program Standards:
   The Apprenticeship Committee (or program sponsor, employer(s) and related and supplemental instruction (RSI) provider(s), where applicable) will ensure that apprentices' on-the-job training satisfies all requirements of the Commission on Teacher Credentialing's Clinical Practice Program Standards applicable to the credential and authorization in effect at the time of apprentice enrollment.
5) Induction:
   The Apprenticeship Committee will ensure that apprentices, upon earning a preliminary credential, are supported to enroll in a Commission on Teacher Credentialing-approved induction program to support progression toward a clear credential in the teacher's first year of teaching.

DAS FILE # 101466

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.
Proficient in Task: Apprentice performs task properly and consistently.
Completion Date: Date apprentice completes final demonstration of competency.
Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

Universal Special Education TPEs

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

2. **Creating and Maintaining Effective Environments for Student Learning**
   a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
   b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
   c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
   d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
   e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
   f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

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

learners, students with disabilities, and students with other learning needs in the least restrictive environment.

f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
h. Demonstrate effective teaching strategies aligned with the internationally recognized educational technology standards.

4. **Planning Instruction and Designing Learning Experiences for All Students**
   a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
   b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
   c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
   d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

      1) appropriate use of instructional technology, including assistive technology.
      2) applying principles of UDL and MTSS.
      3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
      4) appropriate modifications for students with disabilities in the general education classroom.
      5) opportunities for students to support each other in learning; and
      6) use of community resources and services as applicable.

e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

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

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

7. **Effective Literacy Instruction for Students with Disabilities**
   a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
   b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

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

collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

i. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
j. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
k. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets

DAS FILE # 101466

Mild/Moderate Support Needs (M/M)

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

2. **Creating and Maintaining Effective Environments for Student Learning**
    a. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
    b. Support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

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

3. **Understanding and Organizing Subject Matter for Student Learning**
    a. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
    b. Apply knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior to access and use related services and additional supports to organize and support effective instruction.
    c. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

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

6. **Developing as a Professional Educator**

   a. Coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
   b. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
   c. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
   d. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
   e. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
   f. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

7. **Effective Literacy Instruction for Students with Disabilities**

   a. Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.

   b. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

   c. Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

d. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

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

Extensive Support Needs (ESN)

1. Engaging and Supporting All Students in Learning

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

j. Develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
k. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

2. Creating and Maintaining Effective Environments for Student Learning

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

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

3. Understanding and Organizing Subject Matter for Student Learning

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

4. Planning Instruction and Designing Learning Experiences for All Students

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

5. Assessing Student Learning

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

and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

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

6. Developing as a Professional Educator

a. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
b. Coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
c. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
d. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.
e. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
f. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
g. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on

their family members, requiring the provision of appropriate supports and services to address these issues.

7. Effective Literacy Instruction for Students with Disabilities

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

Total Hours 2448 hours

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 465-495 hours. Related and supplemental instruction will be provided by San Diego County Office of Education.

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

Courses	Hours
Physiology of Learning, Classroom Management and Planning Participants will understand how and why students respond to instruction based on their development, background and constructs.	45
Teaching English Learners, Literacy, and Planning Candidates will make connections between reading instruction and the acquisition of the English language, paying special attention to lesson planning using California Content Standards and the ELD/ELA Framework.	45
Case Management, IEP Development, Legal Issues & Assessment Candidates discuss assessments that measure learning goals and help improve student learning. IEPs, IFSPs, ITPs, 504s, SSTs and associated technologies are introduced and give consideration to how assessments are critical to family understanding and student learning.	45
Mild/Moderate Support Needs (M/M)	
Tiered math Instruction Candidates learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate and regularly assess mathematics competencies.	30
Teaching Diverse Students Through Lens of Equity & Social Justice Candidates learn the purposes, goals, and content of the ELA/ELD Framework and standards for the effective teaching and support of English Learners, and understand state and federal legal requirements for the placement and instruction of English learners and the ethical obligations for teaching English Learners.	30
Tiered Literacy Instruction This course provides candidates with a comprehensive, research-based approach to the theoretical and practical aspects of teaching reading, writing, speaking and listening to the full range of learners (including struggling readers, students with special needs and Dyslexia, English Learners, speakers of non-	30

standard English, and advanced learners).

Mild to Moderate Support Needs Methods and Technology 30
This course is designed to develop instructional strategies for teaching integrated lessons in the areas of history, social studies, science, and art for all students, including those designated with mild to moderate disabilities including traumatic brain injury, emotional disturbance, autism and other health impairments.

Evidence-based Practices and Autism Spectrum Disorder 30
Candidates will investigate, explore and research Evidence-Based Practices (EBP) in their approach to educating students with autism as specified by the National Professional Development Center and National Autism Center.

Positive Behavior Management 30
This course provides candidates with specific strategies for creating positive, supportive, respectful environments for students in mild to moderate settings.

Cycle of Planning and Assessment 30
This course provides candidates with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches.

Typical/Atypical Development and Health Aspects 30
This course will focus on examination of disabilities, risk factors and health aspects and their influence on developmental competencies and outcomes for children.

Special Education Law, IEP's, & Case Management 30
This course is designed to bring someone that is a novice in Individual Family Service Plans (IFSP), Individual Education Plans (IEP), and Individual Transition Plans (ITP) to a comfort level of being able to fully participate in a student's Education Plan, from sending out the correct assessment authorization forms to the correct disbursement of completed IEP forms.

Teaching Performance Assessment Support Course (Focus: Math) 30
Candidates complete a 10-week course in year 1 for support in completion of the Ed Sped Cal TPA Cycle 1. Steps of the cycle are explained and assigned with due dates across the course to result in a well prepared submission.

Teaching Performance Assessment Support Course (Focus: Literacy) 30
Candidates complete a 10-week course in Year 2 for support in completion of the Ed Sped

CalTPA Cycle 2. Steps of the cycle are explained and assigned with due dates across the course to result in a well prepared submission.

Extensive Support Needs (ESN)

Tiered Math Instruction 30
Candidates learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate and regularly assess mathematics competencies.

Teaching Diverse Students Through Lens of Equity & Social Justice 30
Candidates learn the purposes, goals, and content of the ELA/ELD Framework and standards for the effective teaching and support of English Learners, and understand state and federal legal requirements for the placement and instruction of English learners and the ethical obligations for teaching English Learners.

Tiered Literacy Instruction 30
This course provides candidates with a comprehensive, research-based approach to the theoretical and practical aspects of teaching reading, writing, speaking and listening to the full range of learners (including struggling readers, students with special needs and Dyslexia, English Learners, speakers of non-standard English, and advanced learners).

Extensive Support Needs Methods and Technology 30
This course provides candidates with instructional models, methods, and materials for students with moderate/severe disabilities.

Evidence-based Practices and Autism Spectrum Disorder 30
Candidates will investigate, explore and research Evidence-Based Practices (EBP) in their approach to educating students with autism as specified by the National Professional Development Center and National Autism Center.

Positive Behavior Management 30
This course provides candidates with specific strategies for creating positive, supportive, respectful environments for students in mild to moderate settings.

Cycle of Planning and Assessment 30
This course provides candidates with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches.

Typical/Atypical Development and Health Aspects 30

This course will focus on examination of disabilities, risk factors and health aspects and their influence on developmental competencies and outcomes for children.

Collaboration, Communication, and Inclusive School Practices 30
This course focuses on topics and issues related to communication and collaboration between general education teachers, special education teachers, lead or support teachers, and site and district leaders to improve outcomes for unique learners.

Special Education Law, IEP's, & Case Management 30
This course is designed to bring someone that is a novice in Individual Family Service Plans (IFSP), Individual Education Plans (IEP), and Individual Transition Plans (ITP) to a comfort level of being able to fully participate in a student's Education Plan, from sending out the correct assessment authorization forms to the correct disbursement of completed IEP forms.

Teaching Performance Assessment Support Course (Focus: Math) 30
Candidates complete a 10-week course in year 1 for support in completion of the Ed Sped Cal TPA Cycle 1. Steps of the cycle are explained and assigned with due dates across the course to result in a well prepared submission.

Teaching Performance Assessment Support Course (Focus: Literacy) 30
Candidates complete a 10-week course in Year 2 for support in completion of the Ed Sped CalTPA Cycle 2. Steps of the cycle are explained and assigned with due dates across the course to result in a well prepared submission.

TOTAL HOURS **465-495**

Article V Ratio

The ratio of apprentices to professional workers shall be:

1) Ratio #1: Each professional worker may supervise 14 apprentice(s)

DAS FILE # 101466

Attachment B-2

Training Schedule and Working Conditions

ACOE P.A.T.H Teacher Apprenticeship

Occupation

Occupation: Single-Subject K – 12 Teacher
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2448 on-the-job training (OJT) hours, 1170 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

$ 58.17 per hour effective 12/11/2025.

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the respective District Classified Position Pay Scale of the classification. The apprentice shall be employed in the appropriate range for which they qualify. The apprentice shall advance to the proper step and range in accordance with Article 29, Exhibit A of the Collective Bargaining Agreement between San Lorenzo Education Association or the respective Union and the Unified School District.

Any additional Districts added as employers to this program will submit their wage schedules and follow the same wage schedule progression as established by their District’s CBA.

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

All mention of previous wage periods references the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

Hours of Work and Working Conditions and Overtime Provision:

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

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

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

Article III Work-Training

1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:
4) Alignment to Clinical Practice Program Standards:
   The Apprenticeship Committee (or program sponsor, employer(s) and related and supplemental instruction (RSI) provider(s), where applicable) will ensure that apprentices' on-the-job training satisfies all requirements of the Commission on Teacher Credentialing's Clinical Practice Program Standards applicable to the credential and authorization in effect at the time of apprentice enrollment.
5) Induction:
   The Apprenticeship Committee will ensure that apprentices, upon earning a preliminary credential, are supported to enroll in a Commission on Teacher Credentialing-approved induction program to support progression toward a clear credential in the teacher's first year of teaching.

DAS FILE # 101466

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.
Proficient in Task: Apprentice performs task properly and consistently.
Completion Date: Date apprentice completes final demonstration of competency.
Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

Preliminary Credential Competencies

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

2. Creating and Maintaining Effective Environments for Student Learning
    a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
    b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
    c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
    d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
    e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
    f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

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

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

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

technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

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

6. Developing as a Professional Educator
    a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
    b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
    c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
    d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
    e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health,

and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instructions for All Students
    a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
    b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
    c. Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
    d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
    e. Foundational Skills - Develop students' skills in the following:
        i. print concepts, including letters of the alphabet phonological awareness, including phonemic awareness phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences decoding and encoding, including morphological awareness
        ii. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) instruction that is structured and organized as well as direct, systematic, and explicit connected, decodable text

f. Meaning Making
    i. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.
    ii. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
g. Language Development
    i. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.
    ii. Create environments that foster students' oral and written language development, including discipline-specific academic language.
    iii. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.
    iv. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
h. Effective Expression
    i. Develop students' effective expression as they write, discuss, present, and use language conventions.
    ii. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.
    iii. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.
    iv. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
    v. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
i. Content Knowledge
    i. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.

ii. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.
iii. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

j. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
k. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Total Hours 2448 hours

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 1170 hours. Related and supplemental instruction will be provided by Alternatives in Action in partnership with Reach University.

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

Courses	Hours
Introduction to Teaching Methods and Leadership	135

Introduction to Teaching Methods and Leadership prepares candidates for entry into the teaching profession. Throughout the course, candidates are introduced to a range of topics, including: a history of education in the United States and education reform; the purposes of

education; theories about learning; general pedagogy including lesson planning, instruction, and assessment; developing a positive learning environment, classroom community, and culture; teaching literacy and subject-specific pedagogy; technology in education; human development; and differentiating instruction with a focus on to meeting the needs of English Learners and students with special needs. Further, the course builds a foundation of culturally responsive teaching that will serve as a framework for learning throughout the entirety of the Intern Program. As part of their coursework, candidates examine their attitudes and biases, and they consider how their life experiences and cultures might impact their teaching. Finally, candidates develop a philosophy of education and a portfolio of strategies for teaching for equity.

Establishing Foundations for Teaching and Learning 225

Candidates will learn strategies for fostering a positive, safe, and inclusive learning environment for their learners. Candidates will plan a lesson that is standards aligned and promotes higher order thinking skills. Candidates will monitor learning and adjust instruction in the moment by planning for potential student misconceptions.

Knowing About Students and Planning for their Learning 225

Candidates will learn an assets-based approach to supporting students with special needs in the gen ed classroom setting. Candidates will learn Academic & ELD strategies to support ELLs or students with other language development needs.

Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 45

Candidates will complete the California Teacher Performanc e Assessment (Cycle 1). Candidates will apply principles of UDL based on class assets and learning needs.

Assessing Learning and Supporting Equitable Outcomes 225

Candidates plan a sequence of lessons using backwards design. Candidates create a rubric that they use to analyze student work and determine appropriate next steps of instruction. Candidates practice strategies for differentiating their instruction to meet the diverse needs of their learners.

Literacy and the Inquiry Cycle: Single Subject 225

Candidates practice evidence-based methods of literacy instruction.

Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2	90
Candidates will complete the California Teacher Performance Assessment (Cycle 2).	
TOTAL HOURS	**1170**

Article V Ratio

The ratio of apprentices to professional workers shall be:

3) Ratio #1: Each professional worker may supervise 14 apprentice(s)

DAS FILE # 101466

Attachment B-3

Training Schedule and Working Conditions

ACOE P.A.T.H Teacher Apprenticeship

Occupation

Occupation: Multiple Subject – K – 12 Teacher
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2448 on-the-job training (OJT) hours, 1170 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

$ 58.17 per hour effective 12/11/2025.

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the respective District Classified Position Pay Scale of the classification. The apprentice shall be employed in the appropriate range for which they qualify. The apprentice shall advance to the proper step and range in accordance with Article 29, Exhibit A of the Collective Bargaining Agreement between San Lorenzo Education Association or the respective Union and the Unified School District.

Any additional Districts added as employers to this program will submit their wage schedules and follow the same wage schedule progression as established by their District’s CBA.

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

All mention of previous wage periods references the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

Hours of Work and Working Conditions and Overtime Provision:

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

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

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

Article III Work-Training

1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:
4) Alignment to Clinical Practice Program Standards:
   The Apprenticeship Committee (or program sponsor, employer(s) and related and supplemental instruction (RSI) provider(s), where applicable) will ensure that apprentices' on-the-job training satisfies all requirements of the Commission on Teacher Credentialing's Clinical Practice Program Standards applicable to the credential and authorization in effect at the time of apprentice enrollment.
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DAS FILE # 101466

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Demonstrates Fundamentals: Apprentice can perform the task with some coaching.
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Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

Preliminary Credential Competencies

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

2. Creating and Maintaining Effective Environments for Student Learning
    a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
    b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
    c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
    d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
    e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
    f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning
    a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
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    d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
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    f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

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

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    b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
    c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
    d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
        i. appropriate use of instructional technology, including assistive technology;
        ii. applying principles of UDL and MTSS;
        iii. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
        iv. appropriate modifications for students with disabilities in the general education classroom;
        v. opportunities for students to support each other in learning; and
        vi. use of community resources and services as applicable
    e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
    f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
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    e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
    f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
    g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
    h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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    a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
    b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
    c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
    d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
    e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health,

and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

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    a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
    b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
    c. Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
    d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
    e. Foundational Skills - Develop students' skills in the following:
        i. print concepts, including letters of the alphabet phonological awareness, including phonemic awareness phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences decoding and encoding, including morphological awareness
        ii. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) instruction that is structured and

organized as well as direct, systematic, and explicit connected, decodable text

f. Meaning Making
    i. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.
    ii. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
g. Language Development
    i. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.
    ii. Create environments that foster students' oral and written language development, including discipline-specific academic language.
    iii. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.
    iv. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
h. Effective Expression
    i. Develop students' effective expression as they write, discuss, present, and use language conventions.
    ii. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.
    iii. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.
    iv. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
    v. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
i. Content Knowledge
    i. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through

printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.

ii. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.

iii. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

j. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

k. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Total Hours **2448 hours**

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 1170 hours. Related and supplemental instruction will be provided by Alternatives in Action in partnership with Reach University.

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

Courses	**Hours**
Introduction to Teaching Methods and Leadership	135

Introduction to Teaching Methods and Leadership prepares candidates for entry into the teaching profession. Throughout the course, candidates are introduced to a range of topics, including: a history of education in the United States and education reform; the purposes of education; theories about learning; general pedagogy including lesson planning, instruction, and assessment; developing a positive learning environment, classroom community, and culture; teaching literacy and subject-specific pedagogy; technology in education; human development; and differentiating instruction with a focus on to meeting the needs of English Learners and students with special needs. Further, the course builds a foundation of culturally responsive teaching that will serve as a framework for learning throughout the entirety of the Intern Program. As part of their coursework, candidates examine their attitudes and biases, and they consider how their life experiences and cultures might impact their teaching. Finally, candidates develop a philosophy of education and a portfolio of strategies for teaching for equity.

Establishing Foundations for Teaching and Learning	225

Candidates will learn strategies for fostering a positive, safe, and inclusive learning environment for their learners. Candidates will plan a lesson that is standards aligned and promotes higher order thinking skills. Candidates will monitor learning and adjust instruction in the moment by planning for potential student misconceptions.

Knowing About Students and Planning for their Learning	225

Candidates will learn an assets-based approach to supporting students with special needs in the gen ed classroom setting. Candidates will learn Academic & ELD strategies to support ELLs or students with other language development needs.

Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1	45

Candidates will complete the California Teacher Performance Assessment (Cycle 1) and apply principles of UDL based on class assets and learning needs.

Assessing Learning and Supporting Equitable Outcomes	225

Candidates plan a sequence of lessons using backwards design. Candidates create a rubric that they use to analyze student work and determine appropriate next steps of instruction. Candidates practice strategies for differentiating their instruction to meet the diverse needs of their learners.

Literacy and the Inquiry Cycle: Multiple Subject 225

Candidates practice evidence-based methods of literacy instruction.

Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 90

Candidates will complete the California Teacher Performance Assessment (Cycle 2). Candidates strengthen their subject-specific pedagogical practices through a cycle of inquiry.

TOTAL HOURS 1170

Article V Ratio

The ratio of apprentices to professional workers shall be:

5) Ratio #1: Each professional worker may supervise 14 apprentice(s)

DAS FILE # 101466

Attachment B-4

Training Schedule and Working Conditions

ACOE P.A.T.H Teacher Apprenticeship

Occupation

Occupation: PK – 3 Teacher
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2448 on-the-job training (OJT) hours, 675 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

$ 58.17 per hour effective 12/11/2025.

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the respective District Classified Position Pay Scale of the classification. The apprentice shall be employed in the appropriate range for which they qualify. The apprentice shall advance to the proper step and range in accordance with Article 29, Exhibit A of the Collective Bargaining Agreement between San Lorenzo Education Association or the respective Union and the Unified School District.

Any additional Districts added as employers to this program will submit their wage schedules and follow the same wage schedule progression as established by their District’s CBA.

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

All mention of previous wage periods references the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

Hours of Work and Working Conditions and Overtime Provision:

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

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

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

Article III Work-Training

1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:
4) Alignment to Clinical Practice Program Standards:
   The Apprenticeship Committee (or program sponsor, employer(s) and related and supplemental instruction (RSI) provider(s), where applicable) will ensure that apprentices' on-the-job training satisfies all requirements of the Commission on Teacher Credentialing's Clinical Practice Program Standards applicable to the credential and authorization in effect at the time of apprentice enrollment.
5) Induction:
   The Apprenticeship Committee will ensure that apprentices, upon earning a preliminary credential, are supported to enroll in a Commission on Teacher Credentialing-approved induction program to support progression toward a clear credential in the teacher's first year of teaching.

DAS FILE # 101466

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.
Proficient in Task: Apprentice performs task properly and consistently.
Completion Date: Date apprentice completes final demonstration of competency.
Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's most current Mathematics Standards and Framework and the most current Preschool Learning Foundations and Curriculum Framework.

2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to:

1) number and operations, including counting and cardinality,
2) mathematical thinking and understanding relationships,
3) algebra and functions,
4) measurement and data analysis, and
5) geometry,

as described in the California's Mathematics Standards and the Preschool Learning Foundations.

3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

4. Consistent with California's Standards for Mathematical Practice, develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to:

1) make sense of problems and persevere in solving them
2) reason abstractly and quantitatively
3) construct viable arguments and critique the reasoning of others
4) model with mathematics
5) use appropriate tools strategically
6) attend to precision
7) look for and make use of structure
8) look for and express regularity in repeated reasoning
9) Make and test conjectures to solve problems; and
10) recognize relationships within and among concepts.

5. Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.

6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.

7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence. Commission on Teacher Credentialing 41 PK-3 ECE Specialist Instruction Credential Handbook

8. Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community

Total Hours 2448 hours

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 675 hours. Related and supplemental instruction will be provided by San Diego County Office of Education.

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

Courses **Hours**

Intern Preservice:

Teaching EL Learners, Literacy and Planning 45 hours

Prior to becoming interns, candidates will learn a variety of field based activities to implement foundational knowledge and practices with English Learners.

Physiology of Learning, Class Management, and Planning 45 hours

The foundation of good instruction is understanding brain development and student experiences.

Please Choose One:

Subject Specific Pedagogy 45 hours

This course is designed to be a broad introduction, through the lens of equity, into the daily routines of a single subject classroom.

OR

Case Management, IEP Development, Legal Issues & Assessment 45 hours

Candidates discuss assessments that measure learning goals and help improve student learning. IEPs, IFSPs, ITPs, 504s, SSTs and associated technologies are introduced and give consideration to how assessments are critical to family understanding and student learning.

Total Intern Preservice **135 hours**

General Education Courses:

Creating Positive and Inclusive Learning Environments I 45 hours

Inclusive teaching practices allow for an environment where teachers develop positive and supportive relationships with all students, all students are engaged in the context and social fabric of the classroom, and students are more willing to take risks.

Fieldwork Supervision (A) 30 hours

Candidates are observed and assessed in the field to guide their growth and progress in meeting the Teacher Performance Expectations.

Teaching through the Lens of Equity and Belonging 45 hours

This course will guide Candidates through a critical journey of becoming an equity-minded teacher with the goal of cultivating inclusive classroom experiences that empower all students to achieve their full intellectual capacity.

Fieldwork Supervision (B) 30 hours

Participants review the Intern Program coursework and fieldwork expectations and assessment schedule for Year 2.

Secondary Curriculum Methods 1: Math or Science 45 hours

The purpose of this course is to introduce candidates to broader ways of thinking about mathematics and what it means to be a mathematics educator. Science is more than facts and data developed from clinical experimentation.

PK-3 Methods 1: PK-3 60 hours

This course will provide candidates the opportunity to explore and implement research-based strategies for teaching Reading and Mathematics in the PK-3 classroom.

CalTPA Seminar - Cycle 1: 15 hours

The CalTPA seminar will provide an overview of the requirements for the California Teacher Performance Assessment (CalTPA).

Planning and Assessment 45 hours

Candidates will bring forward their experience in planning and lesson implementation based upon standards as well as their students' assets and challenges to develop assessment plans.

CalTPA Seminar - Cycle 2: 15 hours

This seminar will revisit requirements for completing and passing CalTPA.

Creating Positive and Inclusive Learning Environments II 45 hours

Candidates will investigate the stages and characteristics of typical and atypical adolescent growth and development through case studies, developing a specific "child development inventory" for three students, readings, discussions, and projects.

Fieldwork Supervision (A) 30 hours

Candidates are observed and assessed in the field to guide their growth and progress in meeting the Teacher Performance Expectations.

Secondary Curriculum Methods 2: Math or Science 45 hours

The purpose of this course is to introduce candidates to inequities in traditional mathematics instruction and potential ways to disrupt these inequities. During this course candidates will

directly connect classroom and lab safety, literacy (reading, writing, listening, and speaking), and curriculum development to their current teaching practice.

PK-3 Methods 2: PK-3 60 hours

This course will provide candidates at the end of their two-year experience the opportunity to apply their content knowledge and lesson planning skills in a way that promotes authentic, cross-curricular learning in PK-3rd grade classrooms.

Fieldwork Supervision (B) 30 hours

Participants review the Intern Program coursework and fieldwork expectations and assessment schedule for Year 2.

Total GenEd Courses **540 hours**

Total RSI Courses **675 hours**

Article V Ratio

The ratio of apprentices to professional workers shall be:

6) Ratio #1: Each professional worker may supervise 14 apprentice(s)