Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Craig Coppin
CC: DAS, Program Planning & Review Unit
Date: April 3, 2026

Program Name: The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)
Industry: Education
DAS File No.: 101601
Grant Awardee: ☐ No ☒ Yes USDOL Apprenticeship Building America (ABA2)

Action(s):

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

Labor Organization(s) Representing Apprentices:

Teamsters Local 911; 9900 Flower Street, Bellflower, CA 90706

Request for Approval under Labor Code 3075:

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) 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 Center for Collaborative Education California Teacher Apprenticeship Program (CCE CA PK-12 TAP) is a student-centered apprenticeship program that develops a community- and school-driven teaching workforce, serving future teachers (apprentices) starting at the community college level. The program envisions an inclusive California education system where all students are taught by skilled, culturally responsive teachers who reflect the diversity of their communities. By addressing the state's teacher shortage—especially in high-demand fields such as special education, STEM education, bilingual education, Transitional Kindergarten, and Career Technical Education—CCE CA PK-12 TAP builds equitable, scalable pathways that connect K–12 districts, community colleges, universities, unions, and

local partners to prepare and credential the next generation of teachers committed to student success and community prosperity. The mission of the program is to promote educational equity by developing a diverse, well-supported teacher workforce through on-the-job training, holistic mentoring, success coaching, hands-on workshops, and wraparound services.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) and the local Teamsters 911 will oversee the apprenticeship program herein and seek approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- PK-12 Teacher, Integrated Multiple Subject Credential O*Net: 25-3099.00
  Professional Worker Wage: $20.24 plus $2.50 Health benefits
  Proposed Apprentice Wage: $18.36 plus $2.50 Health benefits
  Proposed No. of Apprentices: 5

- PK-12 Teacher, Bilingual Integrated Multiple Subject Credential O*Net: 25-3099.00
  Professional Worker Wage: $20.24 plus $2.50 Health benefits
  Proposed Apprentice Wage: $18.36 plus $2.50 Health benefits
  Proposed No. of Apprentices: 5

- PK-12 Teacher, Education Specialist Credential (Dual Mild/Moderate and Extensive Support Needs) O*Net: 25.3099.00
  Professional Worker Wage: $20.24 plus $2.50 Health benefits
  Proposed Apprentice Wage: $18.36 plus $2.50 Health benefits
  Proposed No. of Apprentices: 5

- PK-12 Teacher, Single Subject (Math) O*Net: 25.3099.00
  Professional Worker Wage: $20.24 plus $2.50 Health benefits
  Proposed Apprentice Wage: $18.36 plus $2.50 Health benefits
  Proposed No. of Apprentices: 5

- PK-12 Teacher, Single Subject (Science) O*Net: 25.3099.00
  Professional Worker Wage: $20.24 plus $2.50 Health benefits
  Proposed Apprentice Wage: $18.36 plus $2.50 Health benefits
  Proposed No. of Apprentices: 5

Proposed Employers:

- Inglewood Unified School District; 401 S. Inglewood Avenue, Inglewood, CA 90301
Occupation(s):
  - PK-12 Teacher, Integrated Multiple Subject Credential
  - PK-12 Teacher, Bilingual Integrated Multiple Subject Credential
  - PK-12 Teacher, Education Specialist Credential (Dual Mild/Moderate and Extensive Support Needs)
  - PK-12 Teacher, Single Subject (Math)
  - PK-12 Teacher, Single Subject (Science)

DAS FILE # 101601

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) Program Standards

Table of Contents

Program Standards……...1-6

List of Committee Members…….. Attachment A

Training Schedule and Working Conditions

PK-12 Teacher, Integrated Multiple Subject Credential…….. Attachment B-1

PK-12 Teacher, Bilingual Integrated Multiple Subject Credential……...Attachment B-2

PK-12 Teacher, Education Specialist Credential (Dual Mild/Moderate and Extensive Support Needs)……..…….....Attachment B-3

PK-12 Teacher, Single Subject (Math)…….…….. Attachment B-4

PK-12 Teacher, Single Subject (Science)…….Attachment B-5

Local Education Agency Letter(s)…… Attachment C

Sample Employer Agreement ……..Attachment D

DAS FILE # 101601

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
PK-12 Teacher, Integrated Multiple Subject Credential		B-1
PK-12 Teacher, Bilingual Integrated Multiple Subject Credential		B-2
PK-12 Teacher, Education Specialist Credential (Dual Mild/Moderate and Extensive Support Needs)		B-3
PK-12 Teacher, Single Subject (Math)		B-4
PK-12 Teacher, Single Subject (Science)		B-5

*All occupations in this set of standards have the same O*Net code (25-3099.00)

Article III Organization

For each employer participating in this program, an “Employer Agreement” (See Attachment D) will be provided to specify the information particular to that employer as noted herein, including the option to waive or offer participation on the committee, employer committee members will be selected as outlined in the rules & regulations.

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: All CA Counties

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 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.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) will ensure selection procedures meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applications for apprenticeship will be accepted:

Directly online through the CCE CA TAP webpage at https://cce.org/community-driven-educator-pathway/ or email the program at ccecatap@ccebos.org.

Article XVI Records

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

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)
6 Liberty Square #2197
Boston, MA 02109

Article XVII Annual Compliance

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) 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 The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP) on November 24, 2025 (Committee approval date).

Employer Organization

Inglewood Unified School District

401 S. Inglewood Avenue, Inglewood, CA 90301

_____ _____

Brian Coffey, Chief Human Resources Officer Date

Employee Organization

Teamsters Local 911

9900 Flower Street, Bellflower, CA 90706

_____ _____

Crystal Turner, Chief Shop Steward 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 # 101601

Attachment B-1

Training Schedule and Working Conditions

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)

Occupation

Occupation: PK-12 Teacher, Integrated Multiple Subject Credential
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 1110 related and supplemental instruction (RSI) hours, and completed within approximately 48 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 it exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 12 months.

Article II Wage and Compensation

Professional Worker Wage:

$ 20.24 /hour effective 11/24/2025.

Professional Worker Benefits:

Health & Welfare $ 2.50 /hour

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the Unified School 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 12, Unit 2 of the Collective Bargaining Agreement between Teamsters Local 911 or the respective Union, and the Unified School District. Upon completing the apprenticeship program for the PK-12 Teacher occupation, apprentices will meet the minimum qualifications for the certificated teacher position.

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.

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitute 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, workweek, and all other conditions of employment for apprentices shall conform to all applicable laws and regulations. They shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it interferes with or impairs the training or is 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.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching
Proficiency in Task: Apprentice performs the task properly and consistently
Completion Date: Date apprentice completes final demonstration of competency
Detailed Work Activities: Initial and date each task when the checklist is completed

Description: A PK-12 Teacher with an Integrated Multiple Subject Credential is responsible for supervising, educating, and supporting students in their attainment of learning objectives. Duties include planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the lesson and providing individual support and feedback for students.

To complete the apprenticeship, the apprentice must:

- have obtained at least a bachelor's degree
- Achieve a passing score on all required state teacher exams OR have completed coursework to satisfy the subject matter requirements
- Satisfy state basic skills requirements

WORK PROCESS SCHEDULE

The following are the core PK-12 Teacher-related work processes for the apprenticeship.

1. **Engaging and Supporting All Students in Learning**
   a. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
   b. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
   c. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
   d. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
   e. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful

questions, and reflection.

f. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

g. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. Creating and Maintaining Effective Environments for Student Learning

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

b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary

and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. Planning Instruction and Designing Learning Experiences for All

a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    a) appropriate use of instructional technology, including assistive technology;
    b) applying principles of UDL and MTSS;
    c) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

d) appropriate modifications for students with disabilities in the general education classroom;
e) opportunities for students to support each other in learning; and
f) use of community resources and services as applicable.

e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. Assessing Student Learning

a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for All Students

a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

e. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

f. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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

h. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational

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

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

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 1110 hours. Related and supplemental instruction will be provided by participating local education agencies.

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

Upon mutual agreement by the program, employer, and apprentice, the following related and supplemental instruction can be modified to address special needs of the local education agency to meet and/or exceed the requirements to prepare candidates to become a PK-12 Teacher with an Integrated Multiple Subject Credential in California.

The related instruction has been developed by the employer as part of the PK-12 Teacher apprenticeship. This instruction shall include a minimum of 870 hours of related and supplemental instruction (RSI) throughout the apprenticeship. The curriculum is defined as a variety of courses, including self-directed web-based courses with oversight by a trainer, around which the projects and assessments are based. By defining the RSI this way, all competencies required of the apprentices are met through project work.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship Program (CCE CA PK-12 TAP) will assess each apprentice's prior learning to determine what credit will be awarded for the RSI, as well as for meeting the prerequisite and completion requirements of the apprenticeship.

The following sample core course topics outlined below may be delivered by various educational institutions and training providers, as determined and approved by sponsor and employer. In total, core and as-assigned course hours must amount to a minimum of 870 instructional hours and earn a bachelor's degree as well as meet state teacher credentialing requirements.

The following are the core technical course topics for the apprenticeship.

SAMPLE COURSE TOPICS	**HOURS**
Select one course:	
English Language Development: 3 units Introduction to language acquisition, and related cultural aspects of learning in urban classrooms; analysis, application, evaluation of strategies for teaching language arts for first and second language development, ELD strategies. Includes laboratory experiences in a field setting.	**45**
Cognitive, Linguistic and Literacy Development of Diverse Learners: 3 units Theory and pedagogy of language and literacy development. Impact of second language acquisition, disabilities, and culture on linguistic and literacy development of diverse learners. Informal assessment of language skills.	**45**
Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 3 units Theories and sequences of cognitive, linguistic, and literacy development impact of disabilities and culture; informal techniques of assessment of	**45**

communication skills in students with disabilities and English Learners.

And complete all the following courses:

Chicanx/Latinx Parent, Community, & School Partnerships: 3 units **45**
Examination of social, political, educational and cultural issues effecting parent/school relationships. Analysis of neighborhood resources, school climate and parent perspectives provide a critical understanding of ways teachers can be mediators/advocates.

Visual and Performing Arts in the Inclusive Elementary Classroom: 3 units **45**
Based on the visual and performing arts instruction for teachers in inclusive elementary school settings, through the exploration/investigation of dance, music, theatre, and visual arts education.

Psychological Foundations of Education: 3 units **45**
Psychological research, theory, and practice in human development related to learning, motivation, and metacognition in urban educational settings.

Educational Technology for Urban Educators: 3 units **45**
Application of educational technology including written and online communications, reviewing resources, graphical organizers, and assistive technology. Legal, ethical, and human issues relat4ed to educational technology. Meets Preliminary Credential technology standards in Education.

Individuals with Disabilities in Contemporary Society: 3 units **45**
Examination of the global status of people with disabilities. Exploration of the intersectionality among people with disability, personal socio-cultural factors, civil rights, social justice and their influence on equal participation in society. Participation in community engagement activities that explore the needs of citizens with disabilities. This course requires service learning.

Foundations of Special Education: 3 units **45**
Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

Development of Physical Activity: 2 units **30**
Movement experiences related to children's health and learning; health promotion and disease prevention through exercise; fundamental movements; models of elementary physical education programs; teaching strategies; curriculum design and lesson planning.

Topics on Education and African American Advancement: 3 units **45**
Exposes students to controversies over education as a factor in African American advancement, including desegregation, busing, community control, inner-city education, affirmative action, performance ratings, multiculturalism, charter schools, vouchers and others.

College Success and Urban Teacher Preparation in the Urban Learning Program: 2 units **30**
Strategies for college success and readiness for urban teacher preparation; in the Urban Learning Program; fieldwork and observation in the public schools.

ABC/NC; NIS Acct. Required.

Literacy and the Urban Community: 3 units **45**
Emerging literacy in urban communities linked with play and habits of mind: family literacy, language acquisition, and techniques for integrating reading, writing, listening, and speaking skills. Application through community-based experiences.

Integrated STEM Project-Based Learning in Urban Environments: 3 units **45**
STEM-based approaches for analyzing problems in urban environments: functional and aesthetic design processes, planning, development, and evaluation of integrated solutions. Field-based explorations and critical STEM literacies.

Ethnic Studies Pedagogies: 3 units **45**
K-12 Ethnic Studies pedagogical frameworks and curricular projects; how Ethnic Studies projects work to disrupt and resist racial capitalism and reimagine rehumanizing spaces.

Senior Seminar in Urban Schooling: Community Research, Action, and Reflection: 3 units **45**
Capstone course for students in the Urban Learning major. Critical research, writing, reflection, and action on topics and issues relating to teaching and learning in urban schools. Grade of C or better in this course satisfies the Graduation Writing Assessment Requirement.

TOTAL CORE HOURS **600**

The following are as-assigned course topics for the apprenticeship. An employer or program may require these additional course topics as part of a program-specific assignment. These as-assigned course topics may differ for the occupational variation in focus of the apprenticeship. The number of hours shows a range, adjustable based on the employer's needs and areas of emphasis.

AS-ASSIGNED COURSE TOPICS

Required: 18 – 34 Units

Option 1 - Integrated Multiple Subject Credential

Transformative Teaching in Diverse Urban Classrooms- 3 units **45**
Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools.

Introduction to Instructional Design, Assessment and Classroom Management Methods- 3 units **45**
Exploration of the fundamental principles of instructional design, strategies for addressing learner needs, assessment methodology, and classroom

management strategies. 10 hours of classroom observations related to course content are required.

Curriculum and Teaching of Reading and Language Arts- 3 units **45**
Analysis, application, and evaluation of strategies for teaching reading and language arts in various milieu, emphasizing comprehension, decoding skills and strategies. Includes laboratory experiences in a field setting.

Curriculum and Teaching of Writing/Language Arts- 3 units **45**
Analysis, application, and evaluation of teaching writing and related language arts in various milieu, emphasizing skills and strategies addressing spelling, grammar, handwriting, children's literature, oral language, and listening.

Curriculum and Teaching of Elementary Mathematics- 3 units **45**
Analysis, application and evaluation of strategies for teaching mathematics in various socioeconomic and cultural milieu.

Curriculum and Teaching of Elementary School Science- 3 units **45**
Analysis, application, evaluation of strategies for transformative teaching of elementary school science in in urban classrooms.

Curriculum and Transformative Teaching of Social Science- 3 units **45**
Analysis, application, evaluation of strategies methodologies, themes, and issues in teaching social science in urban classrooms. Includes classroom experiences to scaffold development of transformative educational leaders.

Directed Teaching: Multiple Subject- 7 units **105**
On-site laboratory experience consisting of teaching multiple subjects under direction of university supervisor with cooperation of supervising classroom teacher(s). May be repeated for credit with division approval.

Reflection, Synthesis and Assessment of Directed Teaching- 3 units **45**
Seminar to accompany directed teaching to provide candidates opportunities for self- and peer- reflection, professional growth, and summative program portfolio assessment.

Childhood Studies: Race, Culture, and Power- 3 units **45**
This course provides an overview of the various ways that childhood(s) has been conceptualized, researched, and understood as a social phenomenon and social institution. The impact of race, identity, cultural positioning, and mechanisms of power upon social-historical understandings and conceptions of childhood(s) across various settings will be studied and investigated.

TOTAL AS-ASSIGNED HOURS **510**
TOTAL HOURS **1110**

Article V Ratio

The ratio of apprentices to professional workers shall be:

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

DAS FILE # 101601

Attachment B-2

Training Schedule and Working Conditions

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)

Occupation

Occupation: PK-12 Teacher, Bilingual Integrated Multiple Subject Credential
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 1110 related and supplemental instruction (RSI) hours, and completed within approximately 48 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 it exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 12 months.

Article II Wage and Compensation

Professional Worker Wage:

$ 20.24 /hour effective 11/24/2025.

Professional Worker Benefits:

Health & Welfare $ 2.50 /hour

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the Unified School 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 12, Unit 2 of the Collective Bargaining Agreement between Teamsters Local 911 or the respective Union, and the Unified School District. Upon completing the apprenticeship program for the PK-12 Teacher occupation, apprentices will meet the minimum qualifications for the certificated teacher position. 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 constitute 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, overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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

Overtime shall not be allowed if it interferes with or impairs the training or is 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 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.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching
Proficiency in Task: Apprentice performs the task properly and consistently
Completion Date: Date apprentice completes final demonstration of competency
Detailed Work Activities: Initial and date each task when the checklist is completed

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

g. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. Creating and Maintaining Effective Environments for Student Learning

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

b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English

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

f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. Planning Instruction and Designing Learning Experiences for All

a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    1) appropriate use of instructional technology, including assistive technology;
    2) applying principles of UDL and MTSS;
    3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    4) appropriate modifications for students with disabilities in the general education classroom;
    5) opportunities for students to support each other in learning; and
    6) use of community resources and services as applicable.

e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. Assessing Student Learning

a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of

students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for All Students

a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement,

social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

e. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

f. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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

h. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

i. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately

assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

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

k. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. ***Multiple Subject Candidates****:* 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.

Bilingual Authorization TPEs:

1. Engaging and Supporting all Students in Learning

a. Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.

b. Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.

c. Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.

d. Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.

e. Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.

f. Demonstrate an understanding of assets-based practices with students as well as family and community outreach and partnership efforts that are consistent with ethnic, racial, and social justice that support equity and inclusion.

g. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

2. Creating and Maintaining Effective Environments for Student Learning

a. Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

b. Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.

c. Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners' assets and needs.

d. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.

e. Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.

f. Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.

g. Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.

3. Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)

a. Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.

b. Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.

c. Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.

d. Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.

e. Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.

4. Planning Instruction and Designing Learning Experiences for All Students

a. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.

b. Apply knowledge of research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and trans-literacies as developmental processes when designing and implementing engaging instructional practices with all students.

c. Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.

d. Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards

and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.

5. Assessing Student Learning

1. Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
2. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
3. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.
4. Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.

6. Developing as a Professional Educator

a. Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.

b. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.

c. Demonstrate awareness of organizations committed to the advancement of bilingual education.

d. Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.

e. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.

f. Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.

g. Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 1110 hours. Related and supplemental instruction will be provided by participating local education agencies.

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

Upon mutual agreement by the program, employer, and apprentice, the following related and supplemental instruction can be modified to address special needs of the local education agency to meet and/or exceed the requirements to prepare candidates to become a PK-12 Teacher with a Bilingual Integrated Multiple Subject Credential with Bilingual Authorization in California.

The related instruction has been developed by the employer as part of the PK-12 Teacher apprenticeship. This instruction shall include a minimum of 1110 hours of related and supplemental instruction (RSI) throughout the apprenticeship. The curriculum is defined as a variety of courses, including self-directed web-based courses with oversight by a trainer, around which the projects and assessments are based. By defining the RSI this way, all competencies required of the apprentices are met through project work.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship Program (CCE CA PK-12 TAP) will assess each apprentice’s prior learning to determine what credit will be awarded for the RSI, as well as for meeting the prerequisite and completion requirements of the apprenticeship. Prior learning will be assessed through transcripts, certifications, course credits, and/or demonstrated skills. Assigned mentors will assess apprentices for credit for prior learning at any time during the probationary period.

The following sample core and as-assigned course topics outlined below may be delivered by various educational institutions and training providers, as determined and approved by sponsor and employer. In total, core and as-assigned course hours must amount to a minimum of 1110 instructional hours and earn a bachelor’s degree as well as meet state teacher credentialing requirements. Related and supplemental instruction will be provided by California State University, Los Angeles.

The following are the core technical course topics for the apprenticeship.

SAMPLE COURSE TOPICS **HOURS**

Select one course:

English Language Development: 3 units **45**
Introduction to language acquisition, and related cultural aspects of learning in urban classrooms; analysis, application, evaluation of strategies for teaching language arts for first and second language development, ELD strategies. Includes laboratory experiences in a field setting.

Cognitive, Linguistic and Literacy Development of Diverse Learners: 3 units **45**
Theory and pedagogy of language and literacy development. Impact of second language acquisition, disabilities, and culture on linguistic and literacy development of diverse learners. Informal assessment of language skills.

Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 3 units **45**
Theories and sequences of cognitive, linguistic, and literacy development impact of disabilities and culture; informal techniques of assessment of communication skills in students with disabilities and English Learners.

And complete all the following courses:

Chicanx/Latinx Parent, Community, & School Partnerships: 3 units **45**
Examination of social, political, educational and cultural issues effecting parent/school relationships. Analysis of neighborhood resources, school climate and parent perspectives provide a critical understanding of ways teachers can be mediators/advocates.

Visual and Performing Arts in the Inclusive Elementary Classroom: 3 units **45**
Based on the visual and performing arts instruction for teachers in inclusive elementary school settings, through the exploration/investigation of dance, music, theatre, and visual arts education.

Psychological Foundations of Education: 3 units **45**
Psychological research, theory, and practice in human development related to learning, motivation, and metacognition in urban educational settings.

Educational Technology for Urban Educators: 3 units **45**
Application of educational technology including written and online communications, reviewing resources, graphical organizers, and assistive technology. Legal, ethical, and human issues relat4ed to educational technology. Meets Preliminary Credential technology standards in Education.

Individuals with Disabilities in Contemporary Society: 3 units **45**
Examination of the global status of people with disabilities. Exploration of the intersectionality among people with disability, personal socio-cultural factors, civil rights, social justice and their influence on equal participation in society. Participation in community engagement activities that explore the needs of citizens with disabilities. This course requires service learning.

Foundations of Special Education: 3 units **45**
Legal, historical, and practice-based foundations of special education.

Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

Development of Physical Activity: 2 units **30**
Movement experiences related to children's health and learning; health promotion and disease prevention through exercise; fundamental movements; models of elementary physical education programs; teaching strategies; curriculum design and lesson planning.

Topics on Education and African American Advancement: 3 units **45**
Exposes students to controversies over education as a factor in African American advancement, including desegregation, busing, community control, inner-city education, affirmative action, performance ratings, multiculturalism, charter schools, vouchers and others.

College Success and Urban Teacher Preparation in the Urban Learning Program: 2 units **30**
Strategies for college success and readiness for urban teacher preparation; in the Urban Learning Program; fieldwork and observation in the public schools. ABC/NC; NIS Acct. Required.

Literacy and the Urban Community: 3 units **45**
Emerging literacy in urban communities linked with play and habits of mind: family literacy, language acquisition, and techniques for integrating reading, writing, listening, and speaking skills. Application through community-based experiences.

Integrated STEM Project-Based Learning in Urban Environments: 3 units **45**
STEM-based approaches for analyzing problems in urban environments: functional and aesthetic design processes, planning, development, and evaluation of integrated solutions. Field-based explorations and critical STEM literacies.

Ethnic Studies Pedagogies: 3 units **45**
K-12 Ethnic Studies pedagogical frameworks and curricular projects; how Ethnic Studies projects work to disrupt and resist racial capitalism and reimagine rehumanizing spaces.

Senior Seminar in Urban Schooling: Community Research, Action, and Reflection: 3 units **45**
Capstone course for students in the Urban Learning major. Critical research, writing, reflection, and action on topics and issues relating to teaching and learning in urban schools. Grade of C or better in this course satisfies the Graduation Writing Assessment Requirement.

TOTAL CORE HOURS **600**

The following are as-assigned course topics for the apprenticeship. An employer or program may require these additional course topics as part of a program-specific assignment. These as-assigned course topics may differ for the occupational variation in focus of the apprenticeship. The number of hours shows a range, adjustable based on the employer's

needs and areas of emphasis.

AS-ASSIGNED COURSE TOPICS **HOURS**

Option 2 - Bilingual (Spanish) Integrated Multiple Subject Credential with Bilingual Authorization (34 units)

Foundations of Bilingual Education and Bilingualism: 3 units **45**
Trends and issues related to the field of bilingual education. Characteristics and practices of equitable and effective dual language programs are examined.

Transformative Teaching in Diverse Urban Classrooms: 3 units **45**
Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools.

Introduction to Instructional Design, Assessment and Classroom Management Methods: 3 units **45**
Exploration of the fundamental principles of instructional design, strategies for addressing learner needs, assessment methodology, and classroom management strategies. 10 hours of classroom observations related to course content are required.

Proseminar: Curriculum and Teaching of Reading/Language Arts - Spanish: 3 units **45**
Analysis, application, and evaluation of strategies for teaching reading in various milieu, emphasizing comprehension, phonics and other decoding skills and strategies. Includes observation and participation in a field setting. This course is offered in English/Spanish combination. Bilingual authorization standards are also emphasized.

Proseminar: Curriculum and Teaching of Writing/Language Arts - Spanish: 3 units **45**
Analysis, application, and evaluation of teaching writing and related language arts in various milieu, emphasizing skills and strategies addressing spelling, grammar, handwriting, children's literature, oral language, and listening. Includes observation and participation in a field setting. This course is offered in English/Spanish combination. Bilingual authorization standards are also emphasized.

Directed Teaching: Multiple Subject: 7 units **105**
On-site laboratory experience consisting of teaching multiple subjects under direction of university supervisor with cooperation of supervising classroom teacher(s). May be repeated for credit with division approval.

Reflection, Synthesis and Assessment of Directed Teaching: 3 units **45**
Seminar to accompany directed teaching to provide candidates opportunities for self- and peer- reflection, professional growth, and summative program portfolio assessment.

Select one:

Proseminar: Curriculum and Teaching

of Mathematics - Spanish: 3 units **45**
Analysis, application and evaluation of strategies for teaching mathematics in various socioeconomic and cultural milieu. Includes observation and participation in a field setting. This course is offered in English/Spanish combination. Bilingual authorization standards are also emphasized.

Curriculum and Teaching of Elementary Mathematics: 3 units **45**
Analysis, application and evaluation of strategies for teaching mathematics in various socioeconomic and cultural milieu.

Select one:

Proseminar: Curriculum and Teaching of Science - Spanish: 3 units **45**
Analysis, application, evaluation of strategies for teaching science in various socioeconomic and cultural milieu. Course consists of seminar. This course is offered in English/Spanish combination. Bilingual authorization standards are also emphasized.

Curriculum and Teaching of Elementary School Science: 3 units **45**
Analysis, application, evaluation of strategies for transformative teaching of elementary school science in urban classrooms.

Select one:

Proseminar: Curriculum and Teaching of Social Science - Spanish: 3 units **45**
Analysis, application, evaluation of strategies for teaching social science in various socioeconomic and cultural milieu. Assessment point for progress on professional portfolio. Includes observation and participation in a field setting. This course is offered in English/Spanish combination. Bilingual authorization standards are also emphasized.

Curriculum and Transformative Teaching of Social Science: 3 units **45**
Analysis, application, evaluation of strategies methodologies, themes, and issues in teaching social science in urban classrooms. Includes classroom experiences to scaffold development of transformative educational leaders.

TOTAL AS-ASSIGNED UNITS/HOURS **510**
TOTAL HOURS PER CREDENTIAL PROGRAM **1110**

Article V Ratio

The ratio of apprentices to professional workers shall be:

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

DAS FILE # 101601

Attachment B-3

Training Schedule and Working Conditions

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)

Occupation

Occupation: PK-12 Teacher, Education Specialist Credential (Dual Mild/Moderate and 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 2000 on-the-job training (OJT) hours, 1020-1080 related and supplemental instruction (RSI) hours, and completed within approximately 48 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 12 months.

Article II Wage and Compensation

Professional Worker Wage:

$ 20.24 /hour effective 11/24/2025.

Professional Worker Benefits:

Health & Welfare $ 2.50 /hour

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the Unified School 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 12, Unit 2 of the Collective Bargaining Agreement between Teamsters Local 911 or the respective Union, and the Unified School District. Upon completion of the apprenticeship

program for the PK-12 Teacher occupation, apprentices will meet the minimum qualifications for the certificated teacher position. 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 constitute 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, overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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

Overtime shall not be allowed if it interferes with or impairs the training or is 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.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching
Proficiency in Task: Apprentice performs the tasks properly and consistently
Completion Date: Date apprentice completes final demonstration of competency
Detailed Work Activities: Initial and date each task when checklist is completed

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

affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

g. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

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

3. **Understanding and Organizing Subject Matter for Student Learning**
   a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
   b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
   c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
   d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction

and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

4. **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.

5. **Developing as a Professional Educator (286 Hours)**
   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.

6. **Effective Literacy Instruction for Students with Disabilities (286 Hours)**
   a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
   b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia

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

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

h. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
i. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
j. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
k. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets

Mild/Moderate Support Needs (M/M) TPEs:

1. **Engaging and Supporting All Students in Learning**

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

2. **Creating and Maintaining Effective Environments for Student Learning**

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

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

3. **Understanding and Organizing Subject Matter for Student Learning**

a. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
b. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

c. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

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

5. **Assessing Student Learning**

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

6. **Developing as a Professional Educator**

   a. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
   b. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
   c. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
   d. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

e. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
f. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

7. Effective Literacy Instruction for Students with Disabilities

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

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

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

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

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

Extensive Support Needs (ESN) TPEs:

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

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

l. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
m. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
n. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

3. Understanding and Organizing Subject Matter for Student Learning

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

4. Planning Instruction and Designing Learning Experiences for All Students

a. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.
b. Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.
c. Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
d. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
e. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core

curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

f. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
g. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
h. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

5. Assessing Student Learning

a. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
b. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
c. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
d. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
e. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
f. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
g. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement

appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

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

7. **Effective Literacy Instruction for Students with Disabilities**
   a. Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.
   b. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
   c. Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-

contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

d. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
e. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
f. Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.
g. Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 1020 hours. Related and supplemental instruction will be provided by participating local education agencies.

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

Upon mutual agreement by the program, employer, and apprentice, the following related and supplemental instruction can be modified to address special needs of the local education agency to meet and/or exceed the requirements to prepare candidates to become a PK-12 Teacher with an Integrated Education Specialist Credential in California.

The related instruction has been developed by the employer as part of the PK-12 Teacher apprenticeship. This instruction shall include a minimum of 1020 hours of related and supplemental instruction (RSI) throughout the apprenticeship. The curriculum is defined as a variety of courses, including self-directed web-based courses with oversight by a trainer, around which the projects and assessments are based. By defining the RSI this way, all competencies required of the apprentices are met, through project work.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship Program (CCE TAP) will assess each apprentice’s prior learning to determine what credit will be awarded for the RSI, as well as for meeting the prerequisite and completion requirements of the apprenticeship. Prior learning will be assessed through transcripts, certifications, course

credits, and/or demonstrated skills. Assigned mentors will assess apprentices for credit for prior learning at any time during the probationary period.

The following sample core and as-assigned course topics outlined below may be delivered by various educational institutions and training providers, as determined and approved by sponsor and employer. In total, core and as-assigned course hours must amount to a minimum of 1020 instructional hours and earn a bachelor's degree as well as meet state teacher credentialing requirements. Related and supplemental instruction will be provided by California State University, Los Angeles.

The following are the core technical course topics for the apprenticeship.

SAMPLE COURSE TOPICS	**HOURS**
Select one course:	
English Language Development: 3 units Introduction to language acquisition, and related cultural aspects of learning in urban classrooms; analysis, application, evaluation of strategies for teaching language arts for first and second language development, ELD strategies. Includes laboratory experiences in a field setting.	**45**
Cognitive, Linguistic and Literacy Development of Diverse Learners: 3 units Theory and pedagogy of language and literacy development. Impact of second language acquisition, disabilities, and culture on linguistic and literacy development of diverse learners. Informal assessment of language skills.	**45**
Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 3 units Theories and sequences of cognitive, linguistic, and literacy development impact of disabilities and culture; informal techniques of assessment of communication skills in students with disabilities and English Learners.	**45**
And complete all the following courses:	
Chicanx/Latinx Parent, Community, & School Partnerships: 3 units Examination of social, political, educational and cultural issues effecting parent/school relationships. Analysis of neighborhood resources, school climate and parent perspectives provide a critical understanding of ways teachers can be mediators/advocates.	**45**
Visual and Performing Arts in the Inclusive Elementary Classroom: 3 units Based on the visual and performing arts instruction for teachers in inclusive elementary school settings, through the exploration/investigation of dance, music, theatre, and visual arts education.	**45**
Psychological Foundations of Education: 3 units Psychological research, theory, and practice in human development related to learning, motivation, and metacognition in urban educational settings.	**45**
Educational Technology for Urban Educators: 3 units	**45**

Application of educational technology including written and online communications, reviewing resources, graphical organizers, and assistive technology. Legal, ethical, and human issues relat4ed to educational technology. Meets Preliminary Credential technology standards in Education.

Individuals with Disabilities in Contemporary Society: 3 units **45**
Examination of the global status of people with disabilities. Exploration of the intersectionality among people with disability, personal socio-cultural factors, civil rights, social justice and their influence on equal participation in society. Participation in community engagement activities that explore the needs of citizens with disabilities. This course requires service learning.

Foundations of Special Education: 3 units **45**
Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

Development of Physical Activity: 2 units **30**
Movement experiences related to children's health and learning; health promotion and disease prevention through exercise; fundamental movements; models of elementary physical education programs; teaching strategies; curriculum design and lesson planning.

Topics on Education and African American Advancement: 3 units **45**
Exposes students to controversies over education as a factor in African American advancement, including desegregation, busing, community control, inner-city education, affirmative action, performance ratings, multiculturalism, charter schools, vouchers and others.

College Success and Urban Teacher Preparation in the Urban Learning Program: 2 units **30**
Strategies for college success and readiness for urban teacher preparation; in the Urban Learning Program; fieldwork and observation in the public schools. ABC/NC; NIS Acct. Required.

Literacy and the Urban Community: 3 units **45**
Emerging literacy in urban communities linked with play and habits of mind: family literacy, language acquisition, and techniques for integrating reading, writing, listening, and speaking skills. Application through community-based experiences.

Integrated STEM Project-Based Learning in Urban Environments: 3 units **45**
STEM-based approaches for analyzing problems in urban environments: functional and aesthetic design processes, planning, development, and evaluation of integrated solutions. Field-based explorations and critical STEM literacies.

Ethnic Studies Pedagogies: 3 units **45**
K-12 Ethnic Studies pedagogical frameworks and curricular projects; how Ethnic Studies projects work to disrupt and resist racial capitalism and reimagine rehumanizing spaces.

Senior Seminar in Urban Schooling: Community Research, Action, and Reflection: 3 units **45**

Capstone course for students in the Urban Learning major. Critical research, writing, reflection, and action on topics and issues relating to teaching and learning in urban schools. Grade of C or better in this course satisfies the Graduation Writing Assessment Requirement.

TOTAL CORE HOURS **600**

The following are as-assigned course topics for the apprenticeship. An employer or program may require these additional course topics as part of a program-specific assignment. These as-assigned course topics may differ for the occupational variation in focus of the apprenticeship. The number of hours shows a range, adjustable based on the employer's needs and areas of emphasis.

AS-ASSIGNED COURSE TOPICS **HOURS**

Option 3 - Integrated Education Specialist Credential (28 or 32 units)
Required Courses for the Option (6 units)

Transformative Teaching in Diverse Urban Classrooms- 3 units **45**
Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools.

Instruction in English Language Arts for K-12 Students with Disabilities- 3 units **45**
English Language Arts instruction for diverse learners with disabilities across K-12 settings. Emphasis on access to core curriculum and standards, planning effective literacy instruction, evidence-based strategies, assessments, and accommodations.

Complete one of the following three disciplines:

I. Mild to Moderate Support Needs (22 units)

Assessment and Educational Planning for Students with Disabilities- 3 units **45**
Principles, procedures, interpretation, communication, and application of formal/informal assessment techniques for individuals with exceptional needs in diverse educational settings. Using assessment data to develop IEPs and select appropriate curriculum.

Behavior Supports, Social Skills, and Classroom Management- 3 units **45**
Introduction to principles and application of Positive Behavioral Support and intervention, facilitating appropriate behavior, creating healthy environments, promoting positive social interactions for students with special needs.

Early Fieldwork in Inclusive Classrooms:

Mild to Moderate Support Needs- 4 units **60**
Early fieldwork in teaching students with Mild to Moderate Support Needs in an inclusive classroom. Unit and lesson planning, instructional delivery, co-teaching, writing instruction, and classroom/behavior management.

Instructional Planning & Delivery: Students with Mild to Moderate Support Needs- 3 units **45**
Instructional planning and strategies in social studies, adaptation of general education curriculum materials, strategic learning, differentiation of instruction. Approaches to collaborative teaching for students with Mild to Moderate Support Needs.

Inclusive STEAM Education for Students with Mild to Moderate Support Needs- 3 units **45**
Evidence-based instruction, assessment, and curricular supports in K-12 science, technology, engineering, arts, and mathematics for students with Mild to Moderate Support Needs.

Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs- 3 units **45**
Advanced study of intensive, specialized literacy instruction and interventions for diverse K-12 students with mild to moderate support needs.

Augmentative and Alternative Communication in Special Education- 3 units **45**
Assessment, design, and implementation of augmentative and alternative communication technologies for persons with complex communication needs. Emphasis on functional communication and development of communicative competence.

II. Extensive Support Needs (22 units)

Assessment and Educational Planning for Students with Disabilities- 3 units **45**
Principles, procedures, interpretation, communication, and application of formal/informal assessment techniques for individuals with exceptional needs in diverse educational settings. Using assessment data to develop IEPs and select appropriate curriculum.

Behavior Supports, Social Skills, and Classroom Management- 3 units **45**
Introduction to principles and application of Positive Behavioral Support and intervention, facilitating appropriate behavior, creating healthy environments, promoting positive social interactions for students with special needs.

Early Fieldwork in Inclusive Classrooms: Extensive Support Needs- 4 units **60**
Early fieldwork in teaching students with Extensive Support Needs in an inclusive classroom. Unit and lesson planning, instructional delivery, co-teaching, writing instruction, and classroom/behavior management.

Learning Needs and Collaborative Supports:
Students with Extensive Support Needs- 3 units **45**
Profiles of children with Extensive Support Needs and impact of disabilities in education, family, and community. Building an interdisciplinary team and using effective communication skills for team-teach and consultation to support education and life-long transition for students with Extensive Support Needs in diverse educational settings.

Assessment and Instructional Adaptations:
Students with Extensive Support Needs- 3 units **45**
Assessment and instructional strategies for students with Extensive Support Needs; writing Individualized Educational Plans (IEP) and lesson plans that align with the Common Core State Standards; making modifications and adaptations applying UDL & MTSS principles; co-teaching and consultation.

Social Competence and Functional Skills:
Students with Extensive Support Needs- 3 units **45**
Building social skills and functional skills for students with Extensive Support Needs including emotional disturbance. Focus on positive behavior supports, AT and AAC communication, sex education, friendships, self-determination, and essential activities of daily living.

Augmentative and Alternative Communication in Special Education- 3 units **45**
Assessment, design, and implementation of augmentative and alternative communication technologies for persons with complex communication needs. Emphasis on functional communication and development of communicative competence.

III. Visual Impairments (26 units)

Early Fieldwork in Guided Settings: Visual Impairments- 4 units **60**
Early fieldwork in teaching students with visual impairments. Assessment and instructional planning with emphasis on Core and Expanded Core Curriculum, in a traditional guided teaching placement.

Fieldwork Seminar: Expanded Core Curriculum in Visual Impairments- 3 units **45**
Pedagogical and foundational knowledge to design appropriate instructional programs; emphasizing the Expanded Core Curriculum and STEAM for students with visual impairments or blindness; including evidence-based, collaborative, and reflective practices.

Medical Aspects of Visual Impairments- 2 units **30**
Anatomy, physiology, and pathology of the eye; principles of optics, low vision devices; components of an eye exam and report; vision screening programs.

Functional Low Vision Assessment- 1 unit **15**
Principles of functional low vision assessment including techniques for

administering assessments to infants/toddlers, school-age children, and children with multiple disabilities. Practical applications and implications for educational programming.

Academic Skills for Individuals with Visual Impairments- 3 units **45**
Assessments, methods, and strategies related to teaching core curriculum to individuals with visual impairments or blindness, including individuals with co-occurring disabilities such as autism or deaf blindness.

Learning Media Assessment for Students with Visual Impairments- 2 units **30**
Practicum experience conducting specialized assessment; determining appropriate learning media for students with visual impairment or blindness, including students with neurological visual impairment, autism, English learners, and students with multiple disabilities.

Specialized Literacy Instruction for Students with Visual Impairments- 3 units **45**
Advanced understanding of the impact of visual impairment and blindness on literacy and language performance, including assessment and development of individualized programs and evidence based practices.

Literary Braille Code for Individuals with Visual Impairments- 3 units **45**
Fundamentals of specialized communication skills for individuals with visual impairments and blindness, including uncontracted and contracted literary braille, slate & stylus, computer braille translation software, and braille reading.

Advanced Braille Codes for Individuals with Visual Impairments- 3 units **45**
Advanced scientific and mathematical braille code; basic music, foreign language, and computer braille (ASCII), including supporting Science, Technology, Engineering, Arts, and Mathematics education for students with visual impairments.

Psychological, Sociological, and Vocational Implications of Visual Impairment and Blindness- 2 units **30**
Psychosocial implications of visual impairment and blindness through the life span including family systems, cultural diversity, adjustment, and guidance. Vocational/transition issues, planning in the blindness system and development of professional advocacy and collaboration skills.

TOTAL AS-ASSIGNED HOURS **420-480**
TOTAL RSI HOURS PER CREDENTIAL PROGRAM **1020-1080**

Article V Ratio

The ratio of apprentices to professional workers shall be:

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

DAS FILE # 101601

Attachment B-4

Training Schedule and Working Conditions

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)

Occupation

Occupation: PK-12 Teacher, Single Subject (Math)
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach with approximately 2000 on-the-job training (OJT) hours, 945 related and supplemental instruction (RSI) hours, and completed within approximately 48 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 it exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 12 months.

Article II Wage and Compensation

Professional Worker Wage:

$ 20.24 /hour effective 11/24/2025.

Professional Worker Benefits:

Health & Welfare $ 2.50 /hour

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the Unified School 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 12, Unit 2 of the Collective Bargaining Agreement between the Teamsters Local 911 or respective Union, and the Unified School District. Upon completion of the apprenticeship program for the PK-12 Teacher occupation, apprentices will meet the minimum qualifications for the certificated teacher position. 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.

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitute 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, overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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

Overtime shall not be allowed if it interferes with or impairs the training or is 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 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.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching
Proficiency in Task: Apprentice performs the task properly and consistently
Completion Date: Date apprentice completes final demonstration of competency
Detailed Work Activities: Initial and date each task when the checklist is completed

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

2. Creating and Maintaining Effective Environments for Student Learning

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

b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. Planning Instruction and Designing Learning Experiences for All

a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    1) appropriate use of instructional technology, including assistive technology;
    2) applying principles of UDL and MTSS;
    3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    4) appropriate modifications for students with disabilities in the general education classroom;
    5) opportunities for students to support each other in learning; and
    6) use of community resources and services as applicable.

e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. Assessing Student Learning

a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for All Students

a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

e. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

f. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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

h. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

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

supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

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

k. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 945 hours. Related and supplemental instruction will be provided by participating local education agencies.

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

Upon mutual agreement by the program, employer, and apprentice, the following related and supplemental instruction can be modified to address special needs of the local education agency to meet and/or exceed the requirements to prepare candidates to become a PK-12 Teacher, Single Subject (Math) in California.

The related instruction has been developed by the employer as part of the PK-12 Teacher apprenticeship. This instruction shall include a minimum of 945 hours of related and supplemental instruction (RSI) throughout the apprenticeship. The curriculum is defined as a variety of courses, including self-directed web-based courses with oversight by a trainer, around which the projects and assessments are based. By defining the RSI this way, all competencies required of the apprentices are met, through project work.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship Program (CCE TAP) will assess each apprentice's prior learning to determine what credit will be awarded for the RSI, as well as for meeting the prerequisite and completion requirements of the apprenticeship. Prior learning will be assessed through transcripts, certifications, course

credits, and/or demonstrated skills. Assigned mentors will assess apprentices for credit for prior learning at any time during the probationary period.

The following sample core and as-assigned course topics outlined below may be delivered by various educational institutions and training providers, as determined and approved by sponsor and employer. In total, core and as-assigned course hours must amount to a minimum of 945 instructional hours and earn a bachelor's degree as well as meet state teacher credentialing requirements. Related and supplemental instruction will be provided by California State University, Los Angeles.

The following are the core technical course topics for the apprenticeship.

SAMPLE COURSE TOPICS	**HOURS**
Required Courses in Mathematics (24 units)	
Field Experience I: Intro. To Classroom Strategies : 3 units Introduction to effective teaching techniques, common core standards, California frameworks and education laws; analysis of strategies to prepare mathematics teaching candidates for urban schools. Service learning required.	**45**
Field Experience II: Application and Evaluation of Classroom Strategies : 2 units Developing personal vision as an effective mathematics teacher in a diverse classroom; discussion of students' misperceptions and learning difficulties; evaluation of effective teaching strategies and practicing communication of mathematics. Service learning required.	**30**
Modern Geometry: 3 units Topics selected from advanced Euclidean geometry, non-Euclidean geometry, projective geometry.	**45**
Theory of Numbers: 3 units Divisibility, Euclidean algorithm, prime numbers, fundamental theorem of arithmetic, distribution of primes, congruences, Fermat-Euler and Wilson theorems, residues and quadratic reciprocity law. Bernoulli numbers, quadratic forms, Diophantine equations.	**45**
Analytic Geometry: 3 units Geometric transformations of the plane, rigid motions, similarities, inversion; Geometric measurements and coordinate geometry; using coordinates to prove geometric theorems and applications of geometric concepts to model real life situations; Vector geometry; Visualization and development of geometric intuition using dynamic geometry software.	**45**
Theory of Probability: 3 units General probability spaces, discrete and continuous random variables, conditional probability, joint distributions, random sampling, law of large numbers, normal, gamma, Poisson and binomial distributions.	**45**
Capstone Course for Teachers of Mathematics: 4 units	**60**

Oral and written expositions including technical reports connecting advanced mathematics and high school mathematics, math education articles analyses, field-work analysis, pedagogical content knowledge analysis and a final report. Writing intensive. Grade of C or better in this course satisfies the Graduation Writing Assessment Requirement.

And one of these two courses:

Modern Algebra I: 3 units **45**

Groups and rings, including normal subgroups, quotient groups, ideals, quotient rings, group and ring homomorphisms and isomorphisms.

Linear Algebra: 3 units **45**

Vector spaces linear transformations, eigenvalues and eigenvectors, canonical forms, scalar product spaces.

Required Courses in Professional Education (27 units)

Transformative Teaching in Diverse Urban Classrooms: 3 units **45**

Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools.

Psychological Foundations of Education: 3 units **45**

Psychological research, theory, and practice in human development related to learning, motivation, and metacognition in urban educational settings.

Educational Foundations: Schooling in a Diverse Society: 3 units **45**

Study of the historical, cultural, social, and legal foundations of education with an emphasis on the intersectionality of race/class/gender/sexuality and the educational experience of non-dominant racial, cultural, and socioeconomic groups.

Instructional Methods for Secondary School Subjects - Mathematics: 3 units **45**

Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Supporting Academic Language Development for English Learners: 3 units **45**

First and second language acquisition theories and ELD & SDAIE strategies that increase English language skills and accessibility to core content texts for English learners and language minority students.

Understanding Academic Language Development: 3 units **45**

Credential and MA candidates will learn literacy methods in content area classes. They will identify academic discourse, syntax and vocabulary and document the language practices evident in communities they serve.

Transformative Classroom Instruction and Management: 3 units **45**
This course serves as an introduction to the areas of instructional design, classroom assessment and management, with an emphasis on the practical aspects of creating the transformative single subject classroom.

Advanced Secondary Instructional & Management Strategies: 3 units **45**
Implications of the use of pedagogical, instructional, and management models for student learning and understanding of strategies for differentiation of instructions.

Foundations of Special Education: 3 units **45**
Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

TOTAL CORE HOURS **765**

The following are as-assigned course topics for the apprenticeship. An employer or program may require these additional course topics as part of a program-specific assignment. These as-assigned course topics may differ for the occupational variation in focus of the apprenticeship. The number of hours shows a range, adjustable based on the employer's needs and areas of emphasis.

AS-ASSIGNED COURSE TOPICS **HOURS**

Upper Division Electives (12 units)

Complete 12 units, of which at least 9 units must be MATH, from the following list that have not been taken to satisfy the Required Courses requirement of this option.

Bioinformatics (can also be listed as CHEM) : 3 units **45**
Theory and application of software programs that analyze genes and proteins; creation of programs designed to search databases and align sequences.

Selected Topics in History of Mathematics: 3 units **45**
Traces development of fundamental concepts and techniques in fields of algebra, geometry, trigonometry, and calculus.

Selected Topics in Mathematics: 1-4 units **15-60**
Current topics of interest to students in mathematics as announced in the Schedule of Classes.

Mathematical Finance and Interest Theory: 3 units **45**
The Growth of Money, Equations of Value and Yield Rates, Annuities, Annuities with Different Payment and Conversion Periods, Loan Repayment, Bonds, Term Structure of Interest Rates, and Derivatives, Interest Rate Sensitivity.

Ordinary Differential Equations: 3 units **45**
Ordinary differential equations with concentration on properties of solutions. Introduction to dynamical systems and bifurcation theory.

Partial Differential Equations: 3 units **45**
Orthogonal sets of functions; Fourier series and integrals, with applications to the equations of mathematical physics; first order equations, Cauchy's method of characteristics.

Vector Analysis: 3 units **45**
Vector algebra and calculus, vector fields, gradient, divergence, curl, divergence theorem, Stokes' theorem, applications to geometry and mathematical physics.

Mathematical Logic: 3 units **45**
The statement calculus, the predicate calculus, mathematical structures, and the deduction of valid consequences; the completeness theorem.

Selected Topics in Advanced Mathematics: 1-4 units **15-60**
Current topics of interest to students in mathematics, as announced in Schedule of Classes.

Modern Algebra I: 3 units **45**
Groups and rings, including normal subgroups, quotient groups, ideals, quotient rings, group and ring homomorphisms and isomorphisms.

Modern Algebra II: 3 units **45**
Additional topics in groups and rings, field extensions, modules.

Linear Algebra: 3 units **45**
Vector spaces linear transformations, eigenvalues and eigenvectors, canonical forms, scalar product spaces.

Analysis II: 3 units **45**
Differentiation and integration of functions of a real variable; sequences of functions.

Multivariate Analysis: 3 units **45**
Functions of several variables; partial derivatives; generalized chain rule; inverse and implicit function theorems; line and surface integrals.

Introduction to Complex Analysis: 3 units **45**
Complex variables, analytic functions, complex integration, conformal mappings, applications.

Introduction to Topology: 3 units **45**
Introduction to point set topology, including continuity, product spaces, compactness, Tyconoff theorem, connectedness, metric spaces, and Urysohn lemma.

Introduction to Numerical Linear Algebra: 3 units **45**
Systems of linear equations, eigenvalue approximation, polynomial interpolation, spline and least square approximation, discrete Fourier transform and fast Fourier transform (optional).

Introduction to Numerical Methods: 3 units **45**
Errors in floating point representations, nonlinear equations, numerical integration and differentiation, and numerical solution of differential equations.

Linear Optimization: 3 units **45**

Geometric solutions, simplex method, the transportation problem, elementary game theory.

Introduction to Mathematical Statistics: 3 units **45**
Estimation and tests of hypotheses, decision theory and Bayes solutions.

Topics in Mathematical Modeling: 3 units **45**
Basic types of models; multi-variable models, linear and non-linear; parameter estimation; qualitative and quantitative stability analysis; types of equilibria, linearization; model simulation; Monte Carlo Method. Applications from various fields.

Graph Theory: 3 units **45**
Introduction to graph theory and its applications: graphs, trees, and directed graphs; isomorphism; connectivity; network flows; Hamiltonian graphs; planar graphs; coloring problems; matchings; Ramsey theory.

Undergraduate Directed Study: 1-3 units **15-45**
Project selected in conference with sponsor before registration; progress meetings held regularly, and a final report submitted.

Mathematical Methods of Physics: 3 units **45**
Vector calculus, integration, series, complex variables, special functions, boundary value problems, calculus of variations. Emphasis on mathematical solution of problems in physics.

Mathematical Methods of Physics: 3 units **45**
Vector calculus, integration, series, complex variables, special functions, boundary value problems, calculus of variations. Emphasis on mathematical solution of problems in physics.

TOTAL AS-ASSIGNED HOURS **180**
TOTAL HOURS PER CREDENTIAL PROGRAM **945**

Article V Ratio

The ratio of apprentices to professional workers shall be:

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

DAS FILE # 101601

Attachment B-5

Training Schedule and Working Conditions

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship (CCE CA PK-12 TAP)

Occupation

Occupation: PK-12 Teacher, Single Subject (Science)
O*Net Code: 25-3099.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 960-975 related and supplemental instruction (RSI) hours, and completed within approximately 48 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 it exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 12 months.

Article II Wage and Compensation

Professional Worker Wage:

$ 20.24 /hour effective 11/24/2025.

Professional Worker Benefits:

Health & Welfare $ 2.50 /hour

Apprentice Wage and Advancement Schedule:

An apprentice shall be paid in accordance with the Unified School 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 12, Unit 2 of the Collective Bargaining Agreement between the Teamsters Local 911 or respective Union, and the Unified School District. Upon completion of the apprenticeship program for the PK-12 Teacher occupation, apprentices will meet the minimum qualifications for the certificated teacher position. 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.

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitute 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, overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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

Overtime shall not be allowed if it interferes with or impairs the training or is 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 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.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching
Proficiency in Task: Apprentice performs the task properly and consistently
Completion Date: Date apprentice completes final demonstration of competency
Detailed Work Activities: Initial and date each task when the checklist is completed

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

h. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. Creating and Maintaining Effective Environments for Student Learning

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

b. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

c. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

d. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

e. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

f. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. Understanding and Organizing Subject Matter for Student Learning

a. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

b. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

c. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

d. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

e. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

f. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

g. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

h. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. Planning Instruction and Designing Learning Experiences for All

a. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

b. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

c. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

d. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    1) appropriate use of instructional technology, including assistive technology;
    2) applying principles of UDL and MTSS;
    3) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    4) appropriate modifications for students with disabilities in the general education classroom;
    5) opportunities for students to support each other in learning; and
    6) use of community resources and services as applicable.

e. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

f. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

g. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

h. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. Assessing Student Learning

a. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

b. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

c. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

d. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

e. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

f. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

g. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

h. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. Developing as a Professional Educator

a. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

b. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

c. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

d. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

e. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

f. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

g. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

7. Effective Literacy Instruction for All Students

a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

c. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

d. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

e. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to

develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

f. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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

h. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

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

j. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
k. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 960 hours. Related and supplemental instruction will be provided by participating local education agencies.

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

Upon mutual agreement by the program, employer, and apprentice, the following related and supplemental instruction can be modified to address special needs of the local education agency to meet and/or exceed the requirements to prepare candidates to become a PK-12 Teacher with a Single Subject (Science) Credential in California.

The related instruction has been developed by the employer as part of the PK-12 Teacher apprenticeship. This instruction shall include a minimum 1005 hours of related and supplemental instruction (RSI) throughout the apprenticeship. The curriculum is defined as a variety of courses, including self-directed web-based courses with oversight by a trainer, around which the projects and assessments are based. By defining the RSI this way, all competencies required of the apprentices are met, through project work.

The Center for Collaborative Education CA PK-12 Teacher Apprenticeship Program (CCE CA PK-12 TAP) will assess each apprentice's prior learning to determine what credit will be awarded for the RSI, as well as for meeting the prerequisite and completion requirements of the apprenticeship. Prior learning will be assessed through transcripts, certifications, course credits, and/or demonstrated skills. Assigned mentors will assess apprentices for credit for prior learning at any time during the probationary period.

The following sample core and as-assigned course topics outlined below may be delivered by various educational institutions and training providers, as determined and approved by sponsor

and employer. In total, core and as-assigned course hours must amount to a minimum of 1005 instructional hours and earn a bachelor's degree as well as meet state teacher credentialing requirements. Related and supplemental instruction will be provided by California State University, Los Angeles.

The following are the core technical course topics for the apprenticeship.

SAMPLE COURSE TOPICS	**HOURS**
Requirements for the Program (40 – 58 units)	
Core Requirements (30 units)	
Introductory Block (12 units)	
Transformative Teaching in Diverse Urban Classrooms: 3 units Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application, and evaluation of strategies to prepare teacher candidates to teach in urban schools.	**45**
Supporting Academic Language Development for English Learners: 3 units First and second language acquisition theories and ELD & SDAIE strategies that increase English language skills and accessibility to core content texts for English learners and language minority students.	**45**
Psychological Foundations of Education: 3 units Psychological research, theory, and practice in human development related to learning, motivation, and metacognition in urban educational settings.	**45**
Foundations of Special Education: 3 units Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.	**45**
Developmental Block (9 units)	
Educational Foundations: Schooling in a Diverse Society: 3 units Study of the historical, cultural, social, and legal foundations of education with an emphasis on the intersectionality of race/class/gender/sexuality and the educational experience of non-dominant racial, cultural, and socioeconomic groups.	**45**
Transformative Classroom Instruction and Management: 3 units This course serves as an introduction to the areas of instructional design, classroom assessment and management, with an emphasis on the practical aspects of creating the transformative single subject classroom.	**45**
Research on Characteristics and Needs of Urban Secondary Schools, Families, and Students: 3 units	**45**

Exploring implications of planning and management choices on specific student populations, understanding school climate and exploration of understandings of families and students within targeted urban communities.

Instructional Blocks (9 units)

Understanding Academic Language Development: 3 units **45**
Credential and MA candidates will learn literacy methods in content area classes. They will identify academic discourse, syntax and vocabulary and document the language practices evident in communities they serve.

Advanced Secondary Instructional & Management Strategies: 3 units **45**
Implications of the use of pedagogical, instructional, and management models for student learning and understanding of strategies for differentiation of instructions.

And select one course:

Instructional Methods for Secondary School Subjects - Science: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Industrial Technology: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Languages Other than English: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Mathematics: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - English and Language Arts: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Physical Education: 3 units **45**
Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must

complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Art: 3 units **45**

Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - Social Science: 3 units **45**

Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Instructional Methods for Secondary School Subjects - General Music: 3 units **45**

Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

interdisciplinary Instructional Methods in Secondary Schools: 3 units **45**

Instructional strategies and curricular themes in specific subjects taught in secondary schools. Single subject teaching credential candidates must complete one methods course to meet credential requirements.

Upper Division Core Courses (16 units)

Nutritional Aspects of Biochemistry: 4 units **60**

Introduction to biochemistry with particular emphasis on nutrition and its effects on metabolism and genomes.

Introduction to Nutrition and Metabolism: 3 units **45**

Introduction to the structure, function, food sources, and digestion of carbohydrates, fats, and proteins, and the organization and regulation of major metabolic pathways.

The Nature of Science: 3 units **45**

The integration of the philosophy, history and sociology of science along with elements of the psychology of scientific observations to provide an accurate description of how science functions.

Natural Science Field Studies: 3 units **45**

Interdisciplinary application of the concepts of science for field and laboratory studies of the physical and biological environments. Field trips required. Grade of C or better in this course satisfies the Graduation Writing Assessment Requirement.

Introduction to Epidemiology: 3 units **45**

Fundamental principles in studying the distribution and determinants of health states and events in specified populations and implications for health and safety promotion and disease and injury prevention.

TOTAL CORE HOURS **690**

Electives (18 -19 units)

Medical Anthropology: 3 units **45**
Health in sociocultural perspective; applying anthropological concepts and knowledge to an understanding of health

Biology of Human Aging: 3 units **45**
Age-related changes in human physiology and anatomy at the molecular, cellular, and organismal levels; relationship of late-onset diseases to the aging process. No credit toward biology major or minor.

Physiological Bases of Nutrition, Physical Fitness, and Health: 3 units **45**
This course provides information that is based on the scientific principles of nutrition, exercise, weight control, and health leading to the development of individualized exercise and nutritional strategies for achieving lifelong wellness.

Principles of Sport and Exercise Psychology: 3 units **45**
This course examines psychological theories and research related to sport and physical activity behavior. Select topics include motivation, anxiety, group dynamics, and physical activity adherence. Students will learn how to integrate sport and exercise psychology knowledge into their personal and professional lives.

Principles of Mobility Training: 4 units **60**
Theory and application of mobility training techniques (i.e. Range of motion, flexibility, manual resistance exercises, posture, balance and gait training). Service learning is required.

Principles of Exercise for Older Adults: 4 units **60**
Analyses, development, and implementation of exercise programs for older adults.

Management and Organizational Behavior: 3 units **45**
Analysis of the management process with an emphasis on the management, the business environment and organizational behavior including organizational relationships, decision making, leadership and effective business processes.

Comparative Healthcare Organizing: 3 units **45**
A comparative survey of the U.S. healthcare system, including analyses of its changing parts and organizing patterns. International comparisons are drawn through in-depth discussions, case studies, and management reviews.

Healthcare Regulations and Ethics: 3 units **45**
Discussion around ethical and regulatory concepts, as applied in healthcare, and specific laws, regulations, and ethical standards for healthcare organizational settings and management.

Financial Management of Health Care Institutions: 3 units **45**
Financial concepts and managerial decision-making in healthcare institutions with emphasis on techniques of budget development and project-based finances.

Cultures of Science: 3 units **45**
Interdisciplinary study of scientific cultures, epistemologies, and ideologies;

examination of how science is represented in texts from literature, film, and TV.

Adult Nutrition: 3 units **45**
Promotion of health and the prevention of chronic diseases by nutritional intervention throughout the adult life cycle.

The Changing Food Supply: Impact on Health: 3 units **45**
Changing food consumption patterns since our ancient ancestors, and the subsequent impact on health. Agricultural systems and food availability, and their impact on todays established cultural food habits will be explored. Some sections of this course may be taught online.

Nutrition Through the Lifespan: 3 units **45**
Examination of nutritional concerns, requirements, and metabolism from pregnancy through older adulthood, including how culture, environment, psychosocial, and economic factors influence each life cycle stage.

Sports Nutrition: 3 units **45**
Advanced topics in nutrition as related to athletic performance; current research on energy nutrient requirements and caloric distribution, fluid needs, ergogenic aids, supplementation, pre/post event meals, and biochemical pathways.

Functional Foods for Health: 3 units **45**
Use of foods and biological active ingredients for treatment and prevention of diseases; non-nutritive and biochemical constituents of foods to protect human health.

Medicinal Herbs and Nutrition: 3 units **45**
Nutritional implication of medicinal herbs in health promotion and disease prevention; incorporation of medicinal herbs as complementary treatment option in dietetics.

General Principles of Environmental Health: 3 units **45**
General scope of disciplines within environmental health field; routes of entry into those disciplines.

Community, Environmental Safety and Public Health Law: 3 units **45**
Examination of federal, state and local laws governing public health, environmental health and occupational safety; overview of OSHA, CALOSHA, EPA, CALEPA regulations, enforcement procedures, appeal process; review of selected cases.

Vulnerable Populations: 3 units **45**
This course will focus on the health care needs and access to and quality of care received by a variety of vulnerable populations in the United States.

Sexuality and Sexual Health: 3 units **45**
Topics in sex and sexuality such as sex information and education, physiological individuality and response, contraceptives, sexually transmitted diseases, sexual dysfunctions and disorders, variety in gender identity and sexual expression.

Drugs and Health: 3 units **45**
Study of psychoactive drugs; drug-taking behaviors and issues related to

dependence; physiological, psychosocial, legal and political aspects of drugs and health; strategies for drug abuse prevention, education and intervention. Fulfills teacher certification requirement in California.

Consumer Health: 3 units **45**

Overview of health-related products, services, providers, facilities, financing, misinformation, quackery, fraud, and consumer protection. Examines consumer rights, responsibilities, vulnerabilities, pitfalls, and opportunities related to purchasing decisions in the health marketplace.

Introduction to International and Global Health: 3 units **45**

Review and analysis of historical and modern efforts to solve health problems; survey of global health problems; analysis of the role of international health agencies.

Bioethics: 3 units **45**

Philosophical consideration of moral issues concerning health and health care, such as decisions about death, reproductive choices, medical experimentation, and justice in allocating health resources.

Positive Psychology: 3 units **45**

The scientific study of positive human attributes and approaches to well-being; analysis of and research support for understanding the traits, virtues, and institutions which enable individuals and communities to thrive.

Psychology of Emotion and Motivation: 3units **45**

The influence of learning, cognition, evolution, pharmacology and physiology on emotion and motivation.

Psychology of Adult Development and Aging: 3 units **45**

Critical evaluation of psychological and psychosocial issues related to adulthood and aging, with consideration of developmental theory and diversity issues.

Psychology of Human Development: Infancy and Childhood: 3 units **45**

Theory and empirical literature pertaining to infancy and childhood.

Psychology of Human Development: Adolescence and Young Adulthood: 3 units **45**

Theory and empirical literature pertaining to adolescence and young adulthood.

Behavior Analysis & Treatment of Developmental Disabilities: 3 units **45**

Contemporary behavior-analytic research on assessment and treatment of individuals with developmental disabilities.

Principles of Health Psychology: 3 units **45**

The effects of health upon behavior and of behavior upon health. Psychological considerations in health care.

Community Psychology - Service Learning: 3 units **45**

Applies principles of social and clinical psychology to community problems and well-being; analysis of social systems; introduction to community mental health and community change. Includes service-learning option: students volunteer in community agency.

Sociology of Aging: 3 units **45**

Aging as a social process; emphasis on sociological theories of aging and social problems of the aged; nature of aging process, work, retirement, family relationships, housing, income maintenance; societal response to aged.

TOTAL AS-ASSIGNED HOURS	**270-285**
TOTAL HOURS PER CREDENTIAL PROGRAM	**960-975**

Article V Ratio

The ratio of apprentices to professional workers shall be:

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