



DISTRICT INTERN HANDBOOK

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# **PROGRAM DESCRIPTION**

## **WHO WE ARE**

Established in 1989, Rex and Margaret Fortune School of Education is a comprehensive educator preparation institution. Working with a consortium of California public charter schools, non-public schools, and school districts, it helps public charter schools, non-public schools, and school districts develop their teacher hiring pool with qualified teacher candidates. Once hired, these candidates become full-time teacher interns, receiving salary and benefits as they take courses to earn their credential, Master's Degree, and Administrative Services Credential.

## **HISTORY**

Fortune School of Education, established in 1989 as Project Pipeline, is an intern program developed to provide an alternative strategy for filling the education "pipeline." It was the brainchild of Dr. Rex Fortune, who saw an opportunity to bring more diverse teaching candidates into public schools, especially in the urgently-needed areas of science and mathematics instruction.

Understanding the unique needs of teachers, students and the wider school system was something Dr. Fortune honed throughout his career. He served as Superintendent of the Center Unified School District for 15 years as well as Superintendent of the Inglewood Unified School District. He received his Bachelor of Science from AT&T State University in North Carolina, his Master of Arts degree from the University of California, Berkeley, and his doctorate in Education from Stanford University.

It is the culmination of Dr. Fortune's extensive experience and expertise that has created the exceptional teacher credentialing program now known as the Fortune School of Education.

## **VISION STATEMENT**

To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential.

## **MISSION STATEMENT**

To prepare eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

## **ACCREDITATION**

Fortune School of Education is fully accredited by the California Commission on Teacher Credentialing through sponsorship of Mt. Diablo Unified School District. Fortune School of Education is seeking Initial Institutional Approval by the California Commission on Teacher Credentialing. This approval would allow Fortune School of Education to sponsor educator preparation programs in California.

## **NON DISCRIMINATION POLICY**

Fortune School of Education admits students of any race, color, gender, national and ethnic origin, sexual orientation, political affiliation, and religious beliefs to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

Fortune School of Education does not discriminate on the basis of race, color, gender, national and ethnic origin, sexual orientation, political affiliation, and/or religious beliefs in administration of its educational

policies, admissions policies, and all other school-administered programs. Fortune School of Education is committed to providing access and reasonable accommodations to persons with disabilities.

## **PROGRAM OVERVIEW**

Fortune School of Education, in collaboration with its consortium schools and districts, develops strong teacher leaders through a district intern program. The schools/districts employ teacher candidates and place them on the District Intern Credential. The district interns then participate in one- and two-year training programs. During this time, district interns are full-time teachers of record, participating in courses that include effective teaching strategies and techniques based upon current research on cognitive learning and best teaching practices, and field experiences which provide a breadth of professional development experiences. Course instruction begins with 160 hours of Pre-Service coursework which is required before district interns are permitted to begin on the District Intern Credential. During the two years (4 semesters) of the Multiple Subject, Single Subject, and Education Specialist Programs, district interns complete a minimum of 30 units of instruction. District interns are grouped in cohorts and are supported in their training by FSE's Higher Education Department, instructors, supervisors, on-site mentors, and site administrators.

After the successful completion of all coursework, successful teaching on the District Intern Credential, and successful completion of the California Teaching Performance Assessments, the Single Subject intern is recommended for the Preliminary California Teaching Credential. After the successful completion of all coursework, successful teaching on the District Intern Credential, successful completion of the California Teaching Performance Assessments, and passage of the Reading Instruction Competence Assessment (RICA) Exam, the Multiple Subject intern is recommended for their Preliminary California Teaching Credential. After the successful completion of all coursework, successful teaching on the District Intern Credential, successful completion of the exit portfolio and passage of RICA Exam, the Education Specialist intern is recommended for the appropriate California Teaching Credential.

## **PROFESSIONAL DEVELOPMENT PLAN / TEACHING ON THE DISTRICT INTERN CREDENTIAL**

**Credential Courses:** Credential courses are offered in a cohort environment. Interns must meet all requirements of these courses within the established course schedule. Course credit is earned based on attendance and fulfillment of course requirements.

**Successful Teaching as a District Intern:** *Successful teaching is determined by the site administrator's annual evaluation and Fortune School's field supervisors' ongoing formative and summative observations.* District interns must have successful evaluations throughout their entire program as determined by site administrator and field supervisor to be recommended for their credential. **Each District Intern is expected to demonstrate:**

- Professional, positive, collaborative rapport with: Fortune School of Education staff, instructors, cohort members, as well as school site administrators, faculty, staff, students, parents, and district officials. Disrespectful conduct is grounds for dismissal.
- Successful observation practices with field supervisors.
- Understanding and cooperation as it relates to program requirements; completion of all course and practicum requirements within program timelines.
- Successful completion of school site and district employment requirements.

## DISTRICT INTERN ASSIGNMENTS

- The Single Subject District Intern must be assigned in the appropriate grade levels (6-12) and subject area of his/her credential authorization.
- The Multiple Subject District Intern must be assigned in the appropriate grade levels (K-8) and subject areas for the credential authorization.
- The Education Specialist intern must be assigned in a K-12, mild/moderate–designated environment.
- While serving as a District Intern, the teacher may not accept any after school activity or adjunct assignment that will prevent the teacher from fulfilling Fortune School program requirements.

## RELEASE OF STUDENT INFORMATION

In compliance with the federal Family Education Rights and Privacy Act of 1974 (FERPA), Fortune School of Education is prohibited from providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees, assessments, and other student record information. This restriction applies, but is not limited to, your parents, spouse, domestic partner, roommate, relative, or other individual.

## CLASS ATTENDANCE / GRADING POLICY

Due to the compact format of the District Intern Program coursework, interns must attend all class sessions.

- **Hours are only credited when the intern is in class.** If the intern is absent, the hours are reduced, thereby reducing the final course grade accordingly. **Hours missed cannot be made up.**
- Interns who meet course requirements including attendance and assignments will be evaluated by instructors at the conclusion of each course and receive a grade on a scale of A-F. This evaluation will be based on class participation, and successful completion of written assignments and assigned projects.
- **Interns must maintain a 3.0 grade point average for all coursework.**
- All assignments and coursework must be submitted **no later than the last day of the course**, unless otherwise directed by the course syllabus.
- Instructors will record intern attendance and record arrival and dismissal time. Interns are to report reasons of absence either by telephone or by email to the Director of Teacher Education and/or their instructor **prior to the scheduled class**. The Director of Teacher Education monitors intern attendance and determine if an absence is excused. Excused absences consist of contractually-required events such as Back-to-School Night and Open House. Athletics, club meetings or extra-curricular events do not fall under the category of excused absence.
- Single Subject, Multiple Subject, and Early Completion Option interns must successfully complete, with a score of three or four, the California Teaching Performance Assessments (TPAs) within the time allotted for their program.
- All Education Specialist interns must complete and present an exit portfolio at the conclusion of their two-year program.
- **For liability reasons, children, guests, or pets are not permitted in Fortune School of Education classes.**

## ACADEMIC INTEGRITY POLICY

Fortune School of Education expects all Interns to conduct themselves in a manner that supports an honest assessment of learning outcomes and the assignment of grades that appropriately reflect their performance. It is ultimately the Intern's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other activities. Interns helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy. Occurrences of academic dishonesty may be discovered by faculty through checking of citations for

accuracy, recognition of familiar passages that are not cited, identical work samples between two or more Interns, observing students in the act of cheating, or through gathering information that academic dishonesty has occurred. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the course instructor or the Director of Teacher Education (or his/her designee). The faculty member reserves the right to assign a failing grade for the assignment and/or a failing grade for the course. Interns are responsible for understanding the tenets of academic honesty and integrity.

## **FIELD SUPERVISION / GRADING POLICY**

Field Supervision is a required component of the District Intern Program. In order to be recommended for the Preliminary Credential, interns must **demonstrate** mastery of the California Standards for the Teaching Profession and the Teaching Performance Expectations. Semester units will be earned for 30 hours of satisfactory participation in field supervision and successful completion of all requirements per year.

- Grades are determined when the intern completes supervision expectations.
- Interns will be evaluated by Field Supervisors at the conclusion of each supervision cycle as PASS or FAIL. Field Supervisors will complete a grade report for each cycle of supervision (Fall, Winter, Spring). The grade report reflects the intern's performance in the areas of communication, preparation, and implementation as it relates to field supervision. District interns must receive 10 points or higher on each grade report in order to pass that term of Field Supervision. District interns who do not pass a term of Field Supervision may be in jeopardy of being removed from program.
- Interns must have a formal FSE Lesson Plan Template prepared for each observation. Field Supervisors will expect to see evidence, in lesson design and implementation, that interns are integrating the theoretical knowledge and practical examples from their coursework into their lesson plans.
- FSE's Higher Education Department monitors intern participation in Field Supervision, reviews all documentation, and makes recommendations regarding continuation in, and completion of, the program (i.e. District Intern Log & Journal).

## **INTERN ASSESSMENT**

### **• FIELD SUPERVISORS**

Field Supervisors are experienced educators who monitor the intern's teaching and learning performance using instruments created from the Teaching Performance Expectations. The Field Supervisor will make an appointment to visit the intern's classroom and observe a lesson in progress. Interns are required to provide a detailed lesson plan, using the FSE Lesson Plan Template, to their Field Supervisor for each observation. Following the observation, the Field Supervisor will discuss the lesson with the intern and make recommendations. *This is a required part of the professional development plan.* Field Supervisors and interns are expected to be in regular communication, and should return telephone calls and/or contact within 48 hours. The Field Supervisor will make at least seven visits per year.

### **• FSE'S HIGHER EDUCATION DEPARTMENT**

The Higher Education Department will make periodic classroom visits. These visits may be unannounced. Evidence of planning is always expected. The Higher Education Department will ensure that the intern has been assigned a Field Supervisor and a qualified On-Site Mentor.

### **• SITE ADMINISTRATORS**

Site administrators will assess the intern's performance using the district's performance assessment criteria. Site administrators will usually discuss the assessment with the intern according to the policies of the employing district. The site administrator can make classroom visits at any time to observe classroom management, lessons in progress, and student progress and learning.

### **• EXIT PORTFOLIOS (EDUCATION SPECIALIST INTERNS ONLY)**

Education Specialist Interns will follow procedures and standards for completion of the portfolio assessment, and will present the portfolio to a staff/faculty panel. Portfolio presentations are scheduled

during the spring of their final year on the District Intern Credential. The presentation of the exit portfolio is a culminating activity in the Education Specialist District Intern Professional Development Plan. Through this presentation, interns will demonstrate their competencies in the six CSTP's and the TPEs.

- **TEACHING PERFORMANCE ASSESSMENTS (TPAS)**

All Single Subject, Multiple Subject, and ECO Interns must complete four TPAs and receive a passing score of 3 or 4 on each task in order to be recommended for a Preliminary Credential.

## **FINANCIAL RESPONSIBILITY**

Tuition will be collected via payroll deduction for all district interns, unless an intern elects to pay the entire year's tuition in full by September 30 of the academic year. In the case of payroll deductions, **interns are responsible for each monthly payment until the school/district begins processing the payroll deduction.** Interns are strongly encouraged to review pay stubs monthly to ensure that deductions are being withheld. In the event there is an issue with a payroll deduction, **interns must first contact their Payroll/Human Resources Department, and then make a tuition payment promptly to Fortune School of Education.**

If an intern elects to leave the program, notification of withdrawal must be made in writing. Interns who drop after October 15th will be responsible for the remainder of the first semester's tuition. Interns who drop after January 15th will be responsible for the remainder of the second semester's tuition. If an intern is terminated for any reason, they are responsible for paying the remainder of that semester's tuition.

## **TPA TASKS (SINGLE SUBJECT & MULTIPLE SUBJECT INTERNS ONLY) CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (TPA) HANDBOOK**

The CalTPA Handbook can be referenced by visiting the CCTC's website:

<http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

This important reference document will be reviewed and referred to by all Single Subject, Multiple Subject, and ECO Interns throughout the TPA process. This handbook covers the four required tasks: Subject-Specific Pedagogy Task, Designing Instruction Task, Assessing Learning Task, Culminating Teaching Experience Task.

The following fees apply, **per TPA task**:

**LATE FEE** – Interns who do not submit a task by the required due date will incur a \$100.00 late fee, and will be assessed a recurring \$100.00 late fee every thirty days until the task is submitted to the TPA Coordinator. Failure to complete a task within 180 days of the due date may result in an intern being dropped from the program.

**RESCORING FEE** – Interns who do not pass a task and must resubmit it will be assessed a \$75.00 fee.

Beginning in Fall 2018, the TPA Process for District Interns will be updated to include two required cycles: Instruction Cycle 1: Learning About Students and Planning Instruction and Instructional Cycle 2: Assessment-Driven Instruction.

TPA support seminars are scheduled in advance of all task due dates. Interns are encouraged to attend these seminars.

## **EXIT PORTFOLIOS (EDUCATION SPECIALIST INTERNS ONLY)**

The presentation of the exit portfolio is a culminating activity in the Education Specialist District Intern Professional Development Plan. Through this submission, interns will demonstrate their competencies in the CSTP's and the Teaching Performance Expectations.

## TRANSCRIPTS

Unofficial transcripts can be provided throughout the year, upon request. If an intern needs an official transcript prior to completion of the program, a Transcript Request Form must be completed and submitted along with a \$10.00 per copy requested. Transcript orders are processed on Fridays, and will be filled within 10 business days. For rush service (48 hours), a \$10.00 rush fee applies. Transcript requests are accepted in the Sacramento office (only) either in person or by mail. Transcripts are not issued to candidates with outstanding fees.

## DISTRICT CHANGE

Interns wishing to change districts must **(1)** write a formal letter addressed to the Director of Teacher Education requesting the change of districts and the reason, **(2)** wait for the request to be reviewed by the Higher Education Committee **(3)** not resign from their current employer until the Director of Teacher Education has given the intern a final decision from the Higher Education Committee. Only formal letters will be considered. *Telephone calls or e-mails will not be considered.*

Interns must remember that district intern credentials are only valid for the current employing district, and that the employing district governing board is the body that, in collaboration with Fortune School of Education, ultimately agrees to recommend the intern to the California Commission on Teacher Credentialing after all requirements have been met. Some districts are reluctant to make such a recommendation for interns they have observed for only a single year. This information must be carefully considered by the intern before the intern files a district change request.

**Important note: resigning from a district and signing a contract with a new district before alerting the Fortune School will jeopardize continuation in the program.**

If a district change request is formally approved, it is important for the intern to seek employment within Fortune School of Education's consortium. There are no exceptions to this policy. Permission to change districts is made on a case-by-case determination which includes, but is not limited to: consultation with Director of Teacher Education, review of the intern's file including Field Supervisor reports and formal observations, and in some cases, consultation with the former district to verify the intern's status.

## TERMINATION

***Teachers receiving a lay-off notice or a non-reelect of any kind are contractually obligated to fulfill their teaching assignment for the remainder of the school year unless the district requires otherwise.***

Interns terminated or released from a school district will be released from Fortune School. When an intern is dropped from the program, their District Intern Credential on file with the California Commission on Teacher Credentialing will be revoked. *After a non-reelect or termination from a school district for any reason, Fortune School may, in unusual circumstances, allow an intern to continue in the program at another school district. However, continuation in the program, under such circumstances will be determined exclusively by Fortune School of Education on a case-by-case basis.*

If an intern desires to continue with Fortune School of Education, the following will be required:

- (1)** Notify the FSE Higher Education Department of the situation in writing.
- (2)** Write a formal letter addressed to the Director of Teacher Education which includes the following information:
  - a. Copy of district-issued correspondence given to the intern regarding employment status for the following year (pink slip notice, non-reelect notice, letters indicating status, etc.)
  - b. Employment status for next school year.
  - c. Letter of recommendation from an evaluating administrator only if a lay-off notice was received.

Administrator letters of recommendations for non-reelected interns will not be considered.

Important note: resigning from a district and signing a contract with a new district before alerting the Fortune School may jeopardize continuation in the program. Permission to continue is made on a case-by-case basis per the Higher Education Committee, review of the intern's file including supervisor reports and formal observations, and in some cases, consultation with the former district to verify the intern's status. If an intern desires to continue with FSE for the next school year, the items listed above must be received by the Director of Teacher Education no later than May 31st. **It is the responsibility of the intern to submit what is needed for review.**

Interns who have been non-reelected or laid off will be dropped from the program by September 30 of the next academic year. If an intern does not take any action, it is assumed that the intern accepts the termination from the program and the intern will be dropped.

## **LEAVE OF ABSENCE / PROGRAM WITHDRAWAL**

- The Director of Teacher Education must receive a letter requesting a leave of absence that includes the reason for the leave of absence.
- The letter must clearly state the beginning and ending dates of the leave of absence. The Director of Teacher Education, in collaboration with employing district personnel, the President/CEO of Fortune School of Education, and the Higher Education Committee, will review the request and respond within six weeks from the date of the request.
- An intern who has not completed the District Intern Program because he/she is on approved medical leave, maternity leave, or military duty will be required, with the participating district's approval, to serve an additional year as a District Intern. The intern will be required to file for a one-year extension at the conclusion of his/her second/third year, pursuant to Education Code Sections 44325 and 44328.
- The Director of Teacher Education must receive a letter notifying Fortune School of the intent to withdraw from the District Intern Program at least 30 days prior to planned withdrawal. Upon notification of the withdrawal, the employing district will be notified, as will the California Commission on Teacher Credentialing. The District Intern Credential will be discontinued on the drop date.
- Tuition will be collected via payroll deduction or EFT through the end of the semester in which the withdrawal / leave occurs, if it occurs after the program drop date (October 15th – Fall; January 15th – Spring), even if the District Intern Credential has already been discontinued.
- All outstanding payments must be made to Fortune School of Education.

## **READMISSION**

Step one of the readmission process is to write a formal letter to the Director of Teacher Education requesting readmission. This involves a review of the petitioner's academic file, credential status, financial standing, and will be presented to the Higher Education Committee for review. Interns granted readmission into Fortune School must renew their application, provide required support materials and fees, and find employment in a school district within our consortium by the employment deadline (September 1). **New Memorandums of Understanding (MOUs) will not be sought for non-participating schools or districts.** Readmission into Fortune School does not guarantee the intern will receive a new contract with another school district - **it is the intern's responsibility to seek new employment.** If employment is not attained before the September 1<sup>st</sup> deadline, the intern will not be eligible to continue the program. Readmitted interns will not be invited to attend the Teacher Career Conference. If a new contract is signed, it is the intern's responsibility to submit a signed copy of the contract to Fortune School immediately.

## **EXTENSIONS**

The Commission on Teacher Credentialing requires that all individuals teaching on an intern credential receive supervision. Interns who require an extension, regardless of the reason, will be expected to pay a program fee for supervision for **each term** that they are teaching on an extension. Terms are defined as follows: TERM 1: September 1 – December 15; TERM 2: January 1 – March 15; TERM 3: March 15 – June 1. Terms will not be prorated. The fee per term is \$375, and is paid through electronic fund transfer. Upon completion of credential requirements, the program fee for supervision will be discontinued in the following term.

In the event an intern is on an extension to complete coursework, there will be a \$125.00 per unit fee charged for the course(s) that are incomplete, in addition to the supervision program fee. If applicable, the unit fee will also be paid through electronic fund transfer agreement.

## **GRIEVANCE PROCESS:**

A District Intern or ASC Candidate may wish to file a grievance if he or she feels that a specific administrative act was arbitrary or capricious and adversely affected the District Intern's/ASC Candidate's process of the program; and/or feels that a violation of applicable rules, regulations, or policies has occurred. The *District Intern Handbook* and *ASC Orientation Packet* will state the processes for grievance procedures and for resources available to assist in responding to disputes involving academic, District Intern, and ASC matters. District Interns and ASC Candidates will be able to communicate their concerns through the Higher Education Committee using the following steps:

### **Step 1: Informal Complaint**

Discuss the issue with Instructor and/or Director of Higher Education. If the concern is unable to be resolved through conference, a formal, written complaint is initiated.

### **Step 2: Formal, Written Complaint**

If the issue is unresolved, a District Intern or ASC Candidate may submit a formal, written complaint to the Director of Teacher Education. The formal, written complaint will be reviewed by the Higher Education Committee within 10 days of submission. If the concern is unresolved or if the District Intern or ASC Candidate does not accept the decision of the Higher Education Committee, an appeal to the President/CEO may be submitted.

### **Step 3: President/CEO Level Appeal**

If the issue is unresolved at Step 2, a District Intern or ASC Candidate may submit a formal, written complaint to the President/CEO and appeal the proposed decision of the Higher Education Committee. If needed, the President/CEO may request a formal meeting with the filing District Intern/ASC Candidate. After review, the President/CEO will recommend a resolution.

## **ASSURANCE FORMS:**

Fortune School of Education District Intern and ASC Candidates will sign various assurance agreements abiding by the guidelines and competencies set forth in the Fortune School of Education District Intern Handbook and ASC Academic Guidelines. The agreements state that continuation and completion of the program(s) are contingent upon satisfactory progress towards meeting requirements and program competencies. Documentation of the District Intern's or ASC Candidate's progress or lack thereof, in specified growth area, will be recorded on an on-going basis by the Higher Education Department. Appeals may be made based on academic standing, unfavorable disposition reports, and/or issues involving placement.

## **APPEALS PROCESS FOR DISPOSITION CHECKLIST FORM:**

If satisfactory growth toward competency is not evident, the following steps will be taken:

1. A conference will be scheduled involving the Director of Teacher Education, the District Intern or ASC Candidate, and the supervisor/Instructor(s) of Record or the Appeals Committee to specify the problem areas and develop a Professional Growth Plan for support.
2. The District Intern or ASC Candidate will sign an Professional Growth Plan form stating that he/she will improve his/her performance in the areas of concern; the Director of Teacher Education, the District Intern or ASC Candidate, and the mentor teacher/supervisor/Instructor(s) of Record will sign the Professional Growth Plan committing to implementing the plan for support and growth.
3. Follow-up by the Director of Teacher Education will ensure the District Intern ASC Candidate shows growth in the area(s) of concern. A follow-up conference will take place in a timely manner to determine evidence of growth.
4. Non-compliance with terms of the agreement or lack of sufficient growth as reflected using the Professional Growth Plan form will result in withdrawal from the program at the discretions of an Appeals Committee representative of administration, instructors, and staff.

## **APPEALS FOR GRADING PROCEDURES:**

A District Intern or ASC Candidate may challenge or appeal a grade and must do so within 1 week of the date the grade was assigned. To initiate the appeal, you must complete the following steps:

1. Discuss the concern with the Instructor of Record who issued the grade. If the matter is not resolved to your satisfaction, you may appeal to the Director of Teacher Education.
2. Provide the Director of Teacher Education with a (1) written summary of the concern and a (2) detailed statement of the desired outcome. The appeal will be reviewed by the *Higher Education Appeals Committee*. A notice of the committee decision will be made available to the District Intern. \*Additionally, please provide any necessary documents that may pertain to your appeal (e.g. physician's note, court summons, etc.)

\*All decisions by the *Higher Education Appeals Committee* are final.

## **ACADEMIC DISHONESTY POLICY**

Academic dishonesty involves the knowing and purposeful action of a participant which has the effect or intention of falsely representing one's academic performance or learning. These actions include one or more of the following:

- Cheating
- Plagiarism
- Fabrication
- Multiple Submissions

Instances of academic dishonesty will result in failure of the assignment(s) and the participant's continuation in the program will be directly affected.

## DISTRICT INTERN CREDENTIAL INFORMATION

### CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

The District Intern Program provides an alternative route to earning a teaching credential.

#### REQUIREMENTS FOR ISSUANCE

Individuals must satisfy **all** of the following requirements:

##### 1. FOR ALL AUTHORIZATIONS:

- Possess a baccalaureate or higher degree from a regionally-accredited college or university.
- Pass the California Basic Educational Skills Test (CBEST).
- Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution **or** pass an examination given by a regionally-accredited college or university.
- The governing board of the employing agency must verify that the district intern will be assisted and guided throughout the training period by a certificated employee who has been designated per California Education Code Section 44830.3(a).
- Complete application (form 41-4), and, if not previously submitted to the Commission, a completed Livescan receipt (form 41-LS).

**2. FOR GRADES 6–12 SPECIFIED (SINGLE) SUBJECT AUTHORIZATION**, individuals must also satisfy the following requirements:

- Verify knowledge of the subject to be taught (see Terms and Definitions for a list of available subjects) by **one** of the following methods:
  - Complete a Commission-approved subject-matter preparation program
  - Pass the appropriate subject examination(s) as explained in Commission leaflet CL-674S
- The English Learner Authorization (formerly CLAD) is embedded in the program curriculum.

##### **Statutory single subjects available for single subject credential:**

Biological Sciences (Specialized); Chemistry (Specialized); English; Foundational-Level General Science; Foundational-Level Mathematics; Geosciences (Specialized); Languages other than English (specify); Mathematics; Physical Education; Physics (Specialized); Science: Biological Sciences; Science: Chemistry; Science: Geosciences; Science: Physics; Social Science

- For specialized science subjects only, individuals may either take and pass the appropriate subject matter examination(s) or obtain verification of completion of subject matter course work from the Commission as explained in Coded Correspondence 03-0010.

**3. FOR K–8 SELF-CONTAINED CLASSROOM AND CORE SETTING AUTHORIZATION**, individuals must satisfy the following requirements:

- Verify knowledge of the subject to be taught by the following method:
  - Achieve a passing score on the appropriate subject matter examination(s). See Commission leaflet CL-674M, entitled *Verifying Subject Matter Competence by Examination for Multiple Subject Teaching Credentials*, for additional information.
  - Complete a Commission-approved subject-matter preparation program
- The English Learner Authorization (formerly CLAD) is embedded in the program curriculum.

**FOR EDUCATION SPECIALIST AUTHORIZATIONS**, individuals must satisfy all of the requirements as described in 1, **and** 2 or 3 above.

#### AUTHORIZATION

- The District Intern Credential with grades K-8 authorizes the holder to teach in a self-contained classroom such as the classrooms found in most elementary schools. In addition, the holder may serve in a core or team teaching setting. This credential also authorizes the holder to teach English language development and specially designed academic instruction in English to English learners limited to the grade levels of the credential.
- The District Intern Credential with grades 6-12 authorizes the holder to teach the specific subject(s) named on the document in departmentalized classes such as those found in most middle and high schools. This credential also authorizes the holder to teach English language development and specially designed academic instruction in English to English learners, limited to the grade levels of the credential.

- The District Intern Credential with the Education Specialist Authorization authorizes the holder to teach individuals in any of the specialty areas authorized under current regulations in grades K-12 and in classes organized primarily for adults. This authorization allows the holder to teach English language development and specially designed academic instruction delivered in English to English learners.

### **AREAS OF SPECIALIZATION**

Mild/Moderate Disabilities (M/M): Includes specific learning disabilities: mild to moderate mental retardation, other health impairment, and emotional disturbance; authorizes providing instruction and Special Education support in kindergarten, grades 1-12 through age 22, and in classes organized primarily for adults in services across the continuum of program options available.

### **PERIOD OF VALIDITY**

The Multiple Subject and Single Subject District Intern Credentials are valid for two years. The Education Specialist District Intern Credential is valid for three years. The governing board may request a one calendar-year extension of the credential if the district intern needs additional time to successfully complete the Professional Development Plan and experience requirements.

### **THE PROFESSIONAL DEVELOPMENT PLAN**

The district that employs a district intern must have developed and implemented a Professional Development Plan, in consultation with a Commission-approved program of teacher preparation. The district intern must be assisted and guided throughout the training program by either a person designated as a mentor teacher, a teacher selected through a competitive process, or a person employed by the program to supervise student teachers. A current *Professional Development Plan* must be on file at the Commission office before the District Intern Credential will be issued. The Professional Development Plan must include the following:

- Prior to beginning daily teaching responsibilities, individuals must complete **one** of the following:
  - 160 clock-hours of training in child development and the methods of teaching the subjects and grade levels to which the district intern is assigned
  - Six semester units of course work in the same areas
- Additional instruction in child development and teaching methods during the first semester of employment for interns who are employed in kindergarten or grades 1–6
- Courses or training as determined by the governing board of the school district
- A successful annual evaluation of the district intern’s performance

### **COMPLETION OF THE DISTRICT INTERN PROGRAM**

Each candidate for the Multiple Subject Teaching Credential or the Education Specialist Instruction Credential must pass the Reading Instruction Competence Assessment (RICA).

When the district intern has successfully completed the Professional Development Plan, Teaching Performance Assessment (TPA) (Single, Multiple Subject), RICA (Education Specialist, Multiple Subject), and the experience requirement, the governing board of the employer, in collaboration with Fortune School of Education, will agree to recommend the district intern for the appropriate credential (all have EL Authorization embedded):

- Single Subject Teaching Credential with English Learner Authorization
- Multiple Subject Teaching Credential with English Learner Authorization
- Education Specialist Instruction Teaching Credential with English Learner Authorization