

Alliant International University
Education Specialist Program: Mild/Moderate Disabilities
Program Summary

PROGRAM DESIGN

Leadership within the Credential Program

The Education Specialist Mild/Moderate Credential Program through the California School of Education (CSOE) at Alliant is led by a dedicated team of education professionals, focused on providing high-quality and rigorous training to our teacher candidates to meet the demands and expectations of a modern classroom environment. Our team consists of the following:

- **Dean, CSOE:** Dr. Kristy Pruitt
 - **Teacher Education Program Director:** Dr. Tatiana Rivadeneyra
 - **Assistant Program Director and Director of Clinical Practice:** Dr. Tamara Andersen
 - **Placement Lead and edTPA Coordinator:** Jaime Pelegrin
 - **Core Faculty**
 - **Adjunct Faculty**
 - **Credential Department Supervisor and Accreditation Liaison Officer:** Carmy Preston
 - **Credential Analyst:** Erika Albarran
 - **Credential Analyst:** Susan Hollenkamp
 - **Records Assessor for AB 130 Compliance:** Jodi Hudson
 - **Accountability and Compliance Officer:** James Bailey

Resource: [CSOE Organizational Chart](#)

Communication within the Credential Program and Institution
Credential Program:

Upon entry into the program and enrollment into a specific program pathway – either Standard Intern or Student Teaching, Education Specialist Mild/Moderate (ESMM) Candidates are paired up with an Academic Advisor and Credential Analyst that specialize in their specific ESMM program track.

- **Academic Advisor:** The Academic Advisor works directly with the candidate to follow a specific Master Plan of Study, registering him or her into the approved courses within the appropriate scope and sequence of courses. The Academic Advisor also serves as the first point of contact for candidates should they have any questions regarding their program while enrolled.
- **Credential Analyst:** The Credential Analyst provides detailed support regarding the candidate’s progress in the credential program. Beginning with the first Welcome Email, in addition to the appropriate program packet – either the [Student Teaching Packet](#) or the [Standard Intern Packet](#) – candidates work directly with their personal Credential Analyst, based on their Program Track, to gain clearance to begin Clinical Practice field experiences. Student Teach candidates meet the necessary checkpoints twice – once to begin guided classroom observations and again to begin Student Teaching. Intern candidates meet the necessary checkpoints once in order to begin serving on a valid University Intern Credential with a partnering school or school district. Credential Analysts monitor candidate progress throughout the program and conclude by recommending successful program completers for their Preliminary Credential.

Institution:

At Alliant, ongoing and effective communication occurs within the CSOE Teacher Education Program in many formats as outlined in the [Lines of Communication](#) chart. Updates and revisions from the California Commission on Teaching and Certification (CTC) and program are communicated through bi-weekly, [collaborative meeting series](#), update emails from the Leadership Team including: Academic Council policy updates, Alliant Dean’s meetings, bi-weekly, one-on-one checkpoint meetings with leadership, and engagements with our [Advisory Boards](#). Core and Adjunct Faculty receive updates and revisions from monthly collaborative meetings, and also receive additional guidance from our [Calibration Training Team in Teaching Channel](#). The Calibration Training Team provides information for current and new faculty

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each term. Information consists of orientations, program overviews, policies and procedures, online course building, syllabi navigation, and grading-issuing support policies for all Master, Foundational, Content Knowledge, and Clinical Practice courses.

Partners:

Communication with our district and community partners of CTC and program updates occurs through the university [CSOE website](#), quarterly meetings with the CSOE Teacher Education Advisory Board, bi-weekly newsletters and emails to District Human Resource Directors, District Support Providers (DSP), Master Teachers (MT), and the site principle receive the [District Employed Supervisor Orientation](#), which provides an overview of the Credentialing Program and supports 2hrs of supervisor training and Alliant expectations. Our DSPs receive our [Clinical Practice Newsletter Welcome](#) letter along with a [Clinical Practice Newsletter - Guidance for District Support Providers](#) (or) [Clinical Practice Newsletter - Guidance for Master Teacher](#). During Week-2 of the 8-week term, the Placement Lead provides a schedule of responsibilities for the [DSP](#) and [MT](#). Weekly “Office Hours” will be provided to our TK-12 district partners for an opportunity to address any questions, to receive information about the Intersegmental Project for supporting the 8-hr Mandatory CTC training, to receive an overview of candidates’ weekly assignments, and to allow feedback in any areas of improvement and/or support.

Teacher Candidates:

Ongoing communication with teacher candidates occurs through an overview of the program can be located within the [Alliant CSOE website](#), during scheduled “[Meet & Greets](#)” upon admission into the program, in [New Student Orientations](#), and during advisement and orientations with the candidate’s Academic Advisor and Credential Analyst. Candidates are also provided the [Which Pathway is Best for Me](#) document to help identify the most appropriate Program Pathway for their individual needs as a beginning educator. The Clinical Practice Team has developed a [Clinical Practice Resource Page](#) to house program documents, supporting resources, Credential Department updates, and a link to the CTC home page for direct access. Student Teachers are required to participate in a “[Getting Ready for Student Teaching Webinar](#)” for one of their course assignments, which provides an overview of the [Clinical Practice Handbook](#), [Clinical Practice Orientation](#), the most current updates from the CTC, and any program changes.

Structure of Coursework and Field Experiences in the Credential Program:

The structure of coursework and field Experiences is outlined in the ***Master Plan of Study (MPS)*** provided to candidates enrolled in CSOE programs. Academic Advisors work with both the Credential Department as well as the Clinical Practice Department to approve the scope and sequence documents at each term of enrollment. Example Master Plans of Study are as follows:

- [Master Plan of Study – Standard Intern](#)
- [Master Plan of Study – Student Teacher](#)

Program Modifications Over the Recent Two Years:

The Preliminary Education Specialist Credential: Mild/Moderate Disabilities program has undergone significant changes over the recent two years to ensure program alignment. Initial meetings and discussions on approaches for developing an inclusive program took place via brainstorming sessions, Think Tanks, Deep Dives, and Task Force consultations. Education Specialist candidates within this program share some courses with General Education: Multiple Subject and Single Subject candidates, which allows exposure to the Universal Teaching Performance Expectations within an inclusive and online learning environment. Courses are aligned with the International Society for Technology in Education (ISTE) standards and compliments the theory-to-practice approach. The Pre-Service courses have been designed to introduce candidates to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all learners. A holistic approach offers real-world experiences, and collaborative learning experiences with Multiple/Single Subject Student Teachers and Interns in developing highly competent teachers.

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Means for Stakeholder Input:

The [CSOE Teacher Education Advisory Board](#) plays an active role in CSOE's decision-making process. [Quarterly meetings](#) collect input from the board members regarding Program-Specific changes, program data from [Course Completer Surveys](#) and/or [Program Completer Surveys](#), data from Teacher Competencies with online instruction, and proposed assessment measures. The Advisory Board allows for transparency, accountability, and informed decision-making to improve the success of the programs and students.

COURSE OF STUDY (CURRICULUM AND FIELD EXPERIENCE)

Description of Sequence of Coursework

Candidates follow an [approved sequence of coursework](#) while enrolled in the program. Candidates begin the program by completing foundational-level entry coursework designed to prepare them for service in a real-world environment. Upon successful completion of this pre-requisite coursework, candidates begin to take their Content Knowledge and Clinical Practice coursework in pairings designed to emphasize theory-to-practice in which candidates learn pedagogical content and then apply it in a real-world clinical practice field experience setting. The draft of the course sequence is located in the [Catalog](#), and each course title is linked to the corresponding course description .

Coordination of Coursework with Fieldwork

The Master Plan of Study created by Alliant is a scope and sequence of courses that is designed to not only pair with one another, but also build on one another as content is learned and connections are made within clinical practice field placements. The [approved sequence of coursework](#) document provides a detailed picture of the coursework and fieldwork pairings of content knowledge and clinical practice courses:

- *Content Knowledge & Instructional Practice I: Elementary Methods* is paired with *Clinical Practice I: Planning*
- *Content Knowledge & Instructional Practice II: Literacy Pedagogy* is paired with *Clinical Practice II: Teaching and Learning*
- *Content Knowledge & Instructional Practice III: Teaching English Learners* is paired with *Clinical Practice III: Assessment*
- *Content Knowledge & Instructional Practice IV: Differentiated Learning* is paired with *Clinical Practice IV: Reflection and Professional Responsibility*

The pairing of these courses is also reflected in the [Catalog](#), which lists each paired course as a co-requisite.

Types of Coursework in Critical Areas

In this program, the following courses have been identified as critical courses:

- [EDU62040B](#): Special Educational Foundations: The Learner and the Learning Environment
- [TCH71710](#): Educational Technology
- [EDU62120A](#): Content Knowledge and Instructional Practices II: Literacy Pedagogy
- [EDU62630](#): Content Knowledge and Instructional Practices III: Teaching English Language Learners
- [EDU68900B](#) & [EDU6880B](#): Clinical Practice IV: Reflection and Professional Responsibilities

Number and Types of Field Placements

Candidates are required to complete a minimum of 600 hours of clinical practice experiences across the arc of the program within partnering schools/districts which meet the [diversity requirements](#) set forth by the state. Additionally, ESMM candidates are required to complete a minimum of 200 hours of early field experiences, in both special education as well as general education environments. This ensures that the teacher candidate will have exposure to multiple environments which reflect diversity in terms of age, grade level, and the area of need for special education services. The intention of these early field experiences is to allow candidates to have a basic familiarity with the range of diversity represented within California schools.

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All candidates will begin early field experiences during their first Clinical Practice course. The detailed number of hours required per clinical practice course is reflected in the [Structure of Coursework and Field Experiences](#) document.

Candidates document their clinical practice field experiences on **Verification of Hours Logs**. These logs allow candidates to document various and diverse experiences obtained during their field placement hours such as instruction: live instruction, virtual instruction, lesson planning, grading, assessments, and reflection as well as meetings/training: professional development, webinars, staff meetings, IEPs, and collaboration sessions. These detailed logs are identified by their program Pathway:

- [Standard Intern: Clinical Practice I – IV](#)
- [Student Teaching: Clinical Practice I & II](#)
- [Student Teaching: Clinical Practice III & IV](#)

Connection of Field Experience with Coursework

Candidate survey data is collected from field supervisors, university course instructors, and DSP or MT and guides feedback on candidate experiences. Candidates obtain ongoing feedback from course discussions, standard-aligned assignments, and formal progress assessments. Candidates complete progress assessments and receive feedback on their performance for the Universal TPEs four times and the Mild Moderate TPEs four times. Standard Interns complete a total of 12 Progress Assessments and Student Teachers completed a total of 6 Progress Assessments. Additional information can be found in the [Connection of Field Experience](#) document.

Field Supervision, Advisement, Evaluation

Candidates complete four Clinical Practice courses during their program, each of which take place over an 8-week term. Upon beginning Clinical Practice, candidates have a solid support system in place consisting of Alliant Staff (Credential Analyst, Academic Advisor, Clinical Practice Department), a University Mentor (Course Instructor), and a Field Supervisor (Master Teacher for Student Teachers or District Support Provider for Interns. Candidates are assessed frequently by their support system during their program coursework. Within the Clinical Practice courses, Candidates complete Progress Assessments three times per 8-week term in addition to District Feedback checkpoints twice within each term.

ASSESSMENT OF CANDIDATES

How and When Candidates Are Assessed for Program Competencies

Candidates are assessed for program competencies throughout the Program. These are presented in the form of Progress Assessments, Feedback Forms, and Summative Formative Assessments. The [Program Competencies Assessments](#) document provides a snapshot of assessments that occur throughout the program as well as signature assignments that are found within key foundational-level and content knowledge courses.

Communication and Advice Candidates Received About Assessment

Upon admissions into the program, candidates participate in a [Meet & Greet](#) with key stakeholders of the CSOE Teacher Education Team.

Resources: [Clinical Practice Handbook](#); [Clinical Practice Orientation](#); [the Getting Ready for Student Teacher Webinar, course syllabi](#).

Weekly [Clinical Practice Office Hours](#) provide information about general Clinical Practice, Lesson Planning, Video Progress Assessments, and video annotation. Additional support is provided and updated within the [Clinical Practice Resource Page](#).