

CLINICAL PRACTICE ORIENTATION

District Employed Supervisors
Supporting Alliant Teacher Candidates

Clinical Practice Orientation



Agenda

- 1) Welcome to Alliant!
- 2) Terms and Definitions
- 3) CTC/Accreditation Requirements for District Employed Supervisors
- 4) Initial Orientation
- 5) Ongoing Support
- 6) FAQs
- 7) Contacting Alliant Staff

Welcome to Alliant!



About Alliant

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Welcome to Alliant!



Alliant Mission and Vision

Mission

The School of Education prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision:

To develop and promote transformative educational experiences that optimize human potential.

Terms and Definitions



Teacher Candidate

A Teacher Candidate is an adult learner at Alliant International University who is enrolled in the Teacher Education Program. Teacher Candidates are more specifically defined as follows:

Student Teacher

A beginner program pathway in which the candidates takes pedagogical coursework prior to entering the classroom and then, once in the classroom in an unpaid role, assumes teaching duties slowly over time until he/she is ready for solo-teaching. Teacher Candidates are in an **unpaid** position under this program pathway.

Intern

An intermediate or advanced program pathway in which the candidate takes pedagogical coursework while employed as a paid, teacher-of-record in his/her own classroom. Teacher Candidates are in a **paid** position under this program pathway.

Terms and Definitions



Program Supervisors and Staff

Supervisors at the program-level as well as program staff are important for the success of the individual Teacher Candidate. At Alliant, these important program personnel are identified as follows:

University Mentor

Clinical Practice course instructor responsible for monitoring the progress of teacher candidates in the Teacher Preparation Program. The University Mentor is responsible for communicating course-related updates to Intern Teacher Candidates as well as grading all assignments / logs / etc. throughout the term.

Alliant Staff Member

Alliant employees dedicated to providing helpful information and guidance to Teacher Candidates. The most important Alliant Staff Members for Intern Teacher Candidates as they navigate through their clinical practice experiences are as follows:

- ✓ **Credential Analyst**

The Credential Analyst clears the Intern Candidate for Participation in Clinical Practice and processes the applicable credentials once requirements are successfully met.

- ✓ **Clinical Practice Team**

The Clinical Practice Team monitors the program as a whole and works to ensure that all program standards are being properly observed.

Terms and Definitions



District Employed Supervisor

A District Employed Supervisor (DES) is a veteran educator who serves as a supervisor and mentor to a beginning teacher candidate. This veteran teacher must have a minimum of 3 years of teaching experience as well as a clear credential in the same content area as the teacher candidate is seeking. At Alliant, these veteran teachers are known as:

Master Teacher

Master Teachers (MT) work with teacher candidates on the **Student Teaching** Program Pathway. MTs are veteran teachers at a Student Teacher's placement that will serve as a supervisor and mentor during their clinical practice experiences. Student Teachers will work closely with the Master Teacher to complete various observations and assessments required of their clinical practice courses.

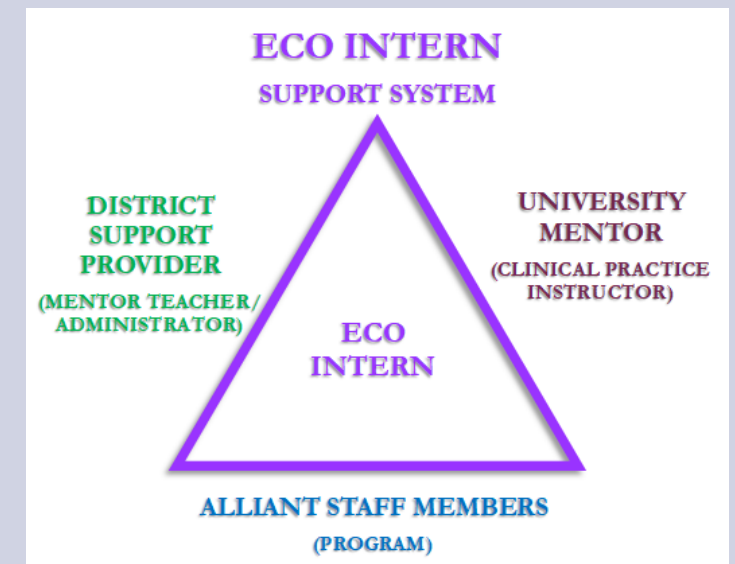
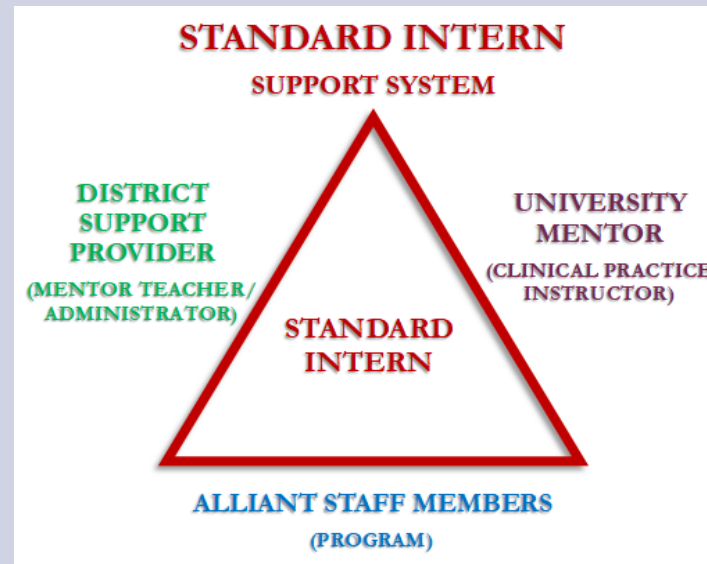
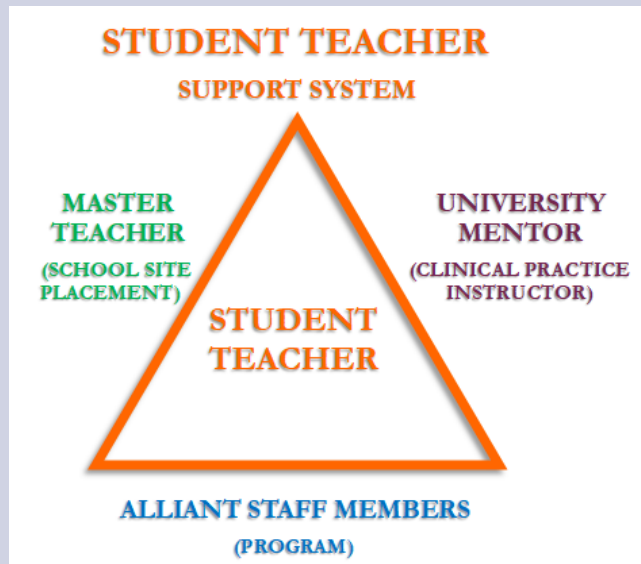
District Support Provider

District Support Providers (DSP) work with teacher candidates on the **Intern** Program Pathway. DSPs are fellow teachers at the school site who are able to provide assistance to an Intern Teacher Candidate at a moment's notice. Interns, both Standard and ECO, will have a DSP assigned to them by the Administrator. The DSP will meet with the Intern Teacher Candidate at least 5 hours per week in order to meet the required hours of Intern support.

Terms and Definitions

Support System

Alliant Teacher Candidates are set up for success starting day one with a solid support system that includes Alliant Staff Members, University Mentors (Course Instructors), and District Employed Supervisors:



Clinical Practice Orientation



CTC/Accreditation Requirements for District Employed Supervisors

CTC/Accreditation Requires that the Teacher Preparation Program provide District Employed Supervisors with two (2) types of support:

Initial Orientation

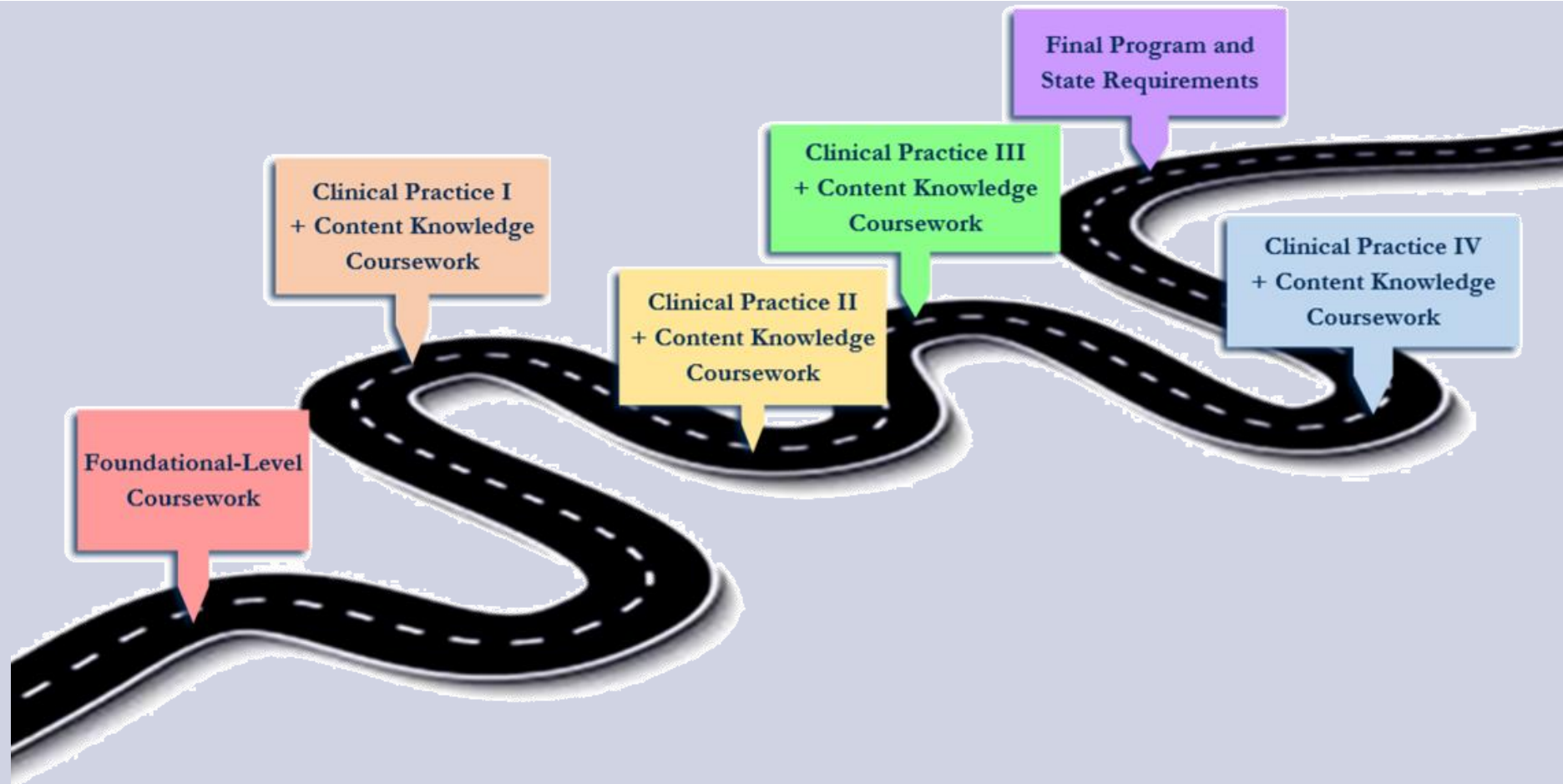
- 1) Overview of Program Curriculum
- 2) Professional Development of effective supervision approaches including but not limited to cognitive coaching, adult learning theory, and inclusive education
 - ☆ Includes current content-specific pedagogy and instructional practices

Ongoing Support

- 1) Knowledge and skills for supervision
- 2) Program Expectations

Clinical Practice Orientation

Initial Orientation – Overview of Program Curriculum



Clinical Practice Orientation



Initial Orientation – Overview of Program Curriculum

Foundational-Level Coursework	Content Knowledge & Instructional Practice Coursework	Clinical Practice Coursework	Masters of Education Coursework
Professional Learning & Practice	CK & IP I: Elementary Methods <u>or</u> Secondary Methods	CP I: Planning	Critical Teaching for Teachers
Educational Foundations: The Learner and The Learning Environment	CK & IP II: Literacy Pedagogy	CP II: Teaching and Learning	Introduction to Research
Educational Technology	CK & IP III: Teaching English Learners	CP III: Assessment	Research in Action: Communities of Practice
—	CK & IP IV: Differentiated Learning	CP IV: Reflection and Professional Responsibility	—
—	CK & IP V: Math Pedagogy and 21 st Century Approaches	—	—

Clinical Practice Orientation



Initial Orientation – Overview of Program Curriculum

Each Clinical Practice Course contains specific assessments that are to be conducted in the field:

1) District Support Provider Feedback Form

This form is completed by the District Support Provider and assesses the Teacher Candidate on his/her strengths and/or areas of need in terms of the applicable state standards.

2) Progress Assessments

This process is overseen by the University Mentor (Course Instructor) three (3) times per term in CP III/IV-Student Teachers, CP I-IV-Interns. Teacher Candidates complete video captured lessons, submit and annotate the videos to a video management system, and include key documents such as the lesson plan, Remote Site Visit Preparation Document, and an Exit Ticket. The University Mentor will assess the Teacher Candidate competence in terms of the applicable state standards and submit an assessment worksheet with feedback to the Teacher Candidate.

PLEASE NOTE: The Teacher Candidate will be required to conduct these lessons to a minimum of 4 students.

3) Quarterly Summative Assessment Form

This form is completed by the District Support Provider and assesses the Teacher Candidate on his/her level of effectiveness for meeting the following standards: INTASC, CEC, TPE (UU & MM) ISTE, and Alliant's School of Education Guiding Principles Dispositions.

Clinical Practice Orientation



Initial Orientation – Professional Development

Program Standard 3D for Multiple and Single Subject Programs states:

“The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.”

Program Standard 3B for Education Specialist Programs states:

“The program provides supervisors with an orientation to the program’s expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs (UU/MM) and *TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.

*CA candidates only

Clinical Practice Orientation



Initial Orientation – Professional Development

To meet the expectations set forth by CTC/Accreditation, Alliant has opted to utilize the *Intersegmental Project*.

Purpose:

Teaching and coaching a teacher candidate is often not the same as teaching your students. Developed by the California Council on Teacher Education, these modules follow the principles of adult learning theory. Adults thrive more when these principles are followed. Because teacher candidates come with a range of skills and experiences, as the District Employed Supervisor, you will want to adapt your approach and support to fit the unique needs of your teacher candidate.

The eight hours of professional development consist of three (3) discrete modules consisting of two to three (2 – 3) hours of professional development. In each module you will have the opportunity to upload evidence of completing that work in a previous professional development session. As you complete each module, you will be certified for the time completed in that module with a badge. When you complete all eight hours of the training, you will be given a *Certificate of Completion* for all eight hours that is portable to California teacher preparation programs.

Thank you for your contributions to shaping the next generation of teachers.

Clinical Practice Orientation



Initial Orientation – Professional Development

The *Intersegmental Project* consists of three (3) modules:

Module 1: Coaching Adult Learners

This module consists of four hours of professional development and has seven outcomes: the what and why of coaching, principles of adult learning theory, learning focused relationships, providing evidence vs opinion, maximizing time and attention, applying verbal tools to invite thinking, and when you can't meet face-to-face.

Module 2: Instructional Strategies for ALL Learners

This module consists of two hours of professional development and has five outcomes: an introduction to teacher development, elements of effective lesson design, content-specific pedagogy for ALL learners, managing the instructional environment, and classroom technology integration.

Module 3: Inclusive Education

This module consists of two hours of professional development and has four outcomes: introduction to inclusive education, Multi-Tiered System of Supports (MTSS), Universal Design for Education (UDL), and differentiated instruction.

Clinical Practice Orientation



Ongoing Support – Knowledge and Skills for Supervision

Alliant provides ongoing support to District Employed Supervisors via email newsletters, roles and responsibility schedules, and meetings upon request.

The screenshot shows an email newsletter header with the Alliant International University logo and text: "Alliant International University California School of Education". The main title is "Schedule of Responsibilities" in a large, light blue font, followed by "Student Teacher Candidates and Master Teachers: CP III & CP IV". Below the header, the text reads: "Schedule of Responsibilities", "Student Teacher Candidates on the **Single Subject** and **Education Specialist M/M** Program Track will take part in a single 16-week placement that will span across both Clinical Practice III (CP III) and Clinical Practice IV (CP IV).", "Student Teacher Candidates on the **Multiple Subject** Program Track will take part in **EITHER** a single 16-week placement that will span across both Clinical Practice III (CP III) and Clinical Practice IV (CP IV) **OR** in two placements, one that will take place during CP III and another which will take place during CP IV.", and "Please work closely with the [Alliant Placement Lead](#) regarding the details of your placement. As a reminder, it is the responsibility of the [Alliant Placement Lead](#) to place you for your Student Teaching clinical practice experience. You may **NOT** set up your own Student Teaching Placement for Clinical Practice III and Clinical Practice IV."

Clinical Practice Orientation



Ongoing Support – Knowledge and Skills for Supervision

CTC/Accreditation Requires that the Teacher Preparation Program provide District Employed Supervisors with two (2) types of support:

Initial Orientation

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Ongoing Support

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Clinical Practice Orientation



Thank you!