



Alliant International University
California School
of Education

District Support Providers:

**Welcome to the California School of Education at
Alliant International University**

Overview of Program Effectiveness:

- **Program**
- **Assessment**
- **Clinical Practice**



Mission

CSOE 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

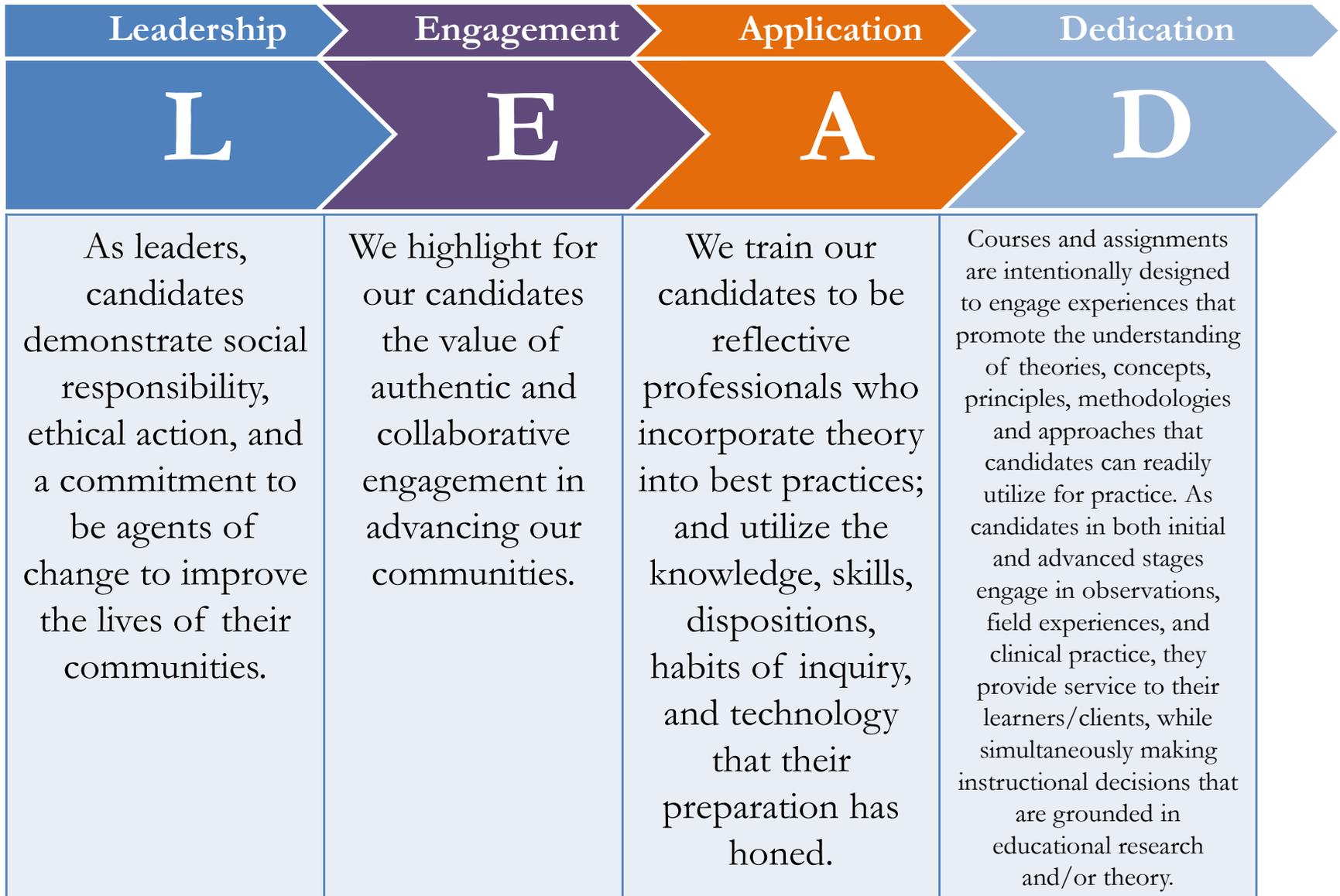
To develop and promote transformative educational experiences that optimize human potential.



Goals:

The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

- To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
- To engage and partner with communities to translate professional practice and research to meet education needs.
- To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
- To develop analytic skills and sound judgment as applied to content and professional issues.
- To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
- To provide professional educational opportunities for those who aspire to leadership in education settings.
- To prepare candidates to meet the needs of all learners.





Boyer (1990) posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery

Generating new and unique knowledge;

Teaching

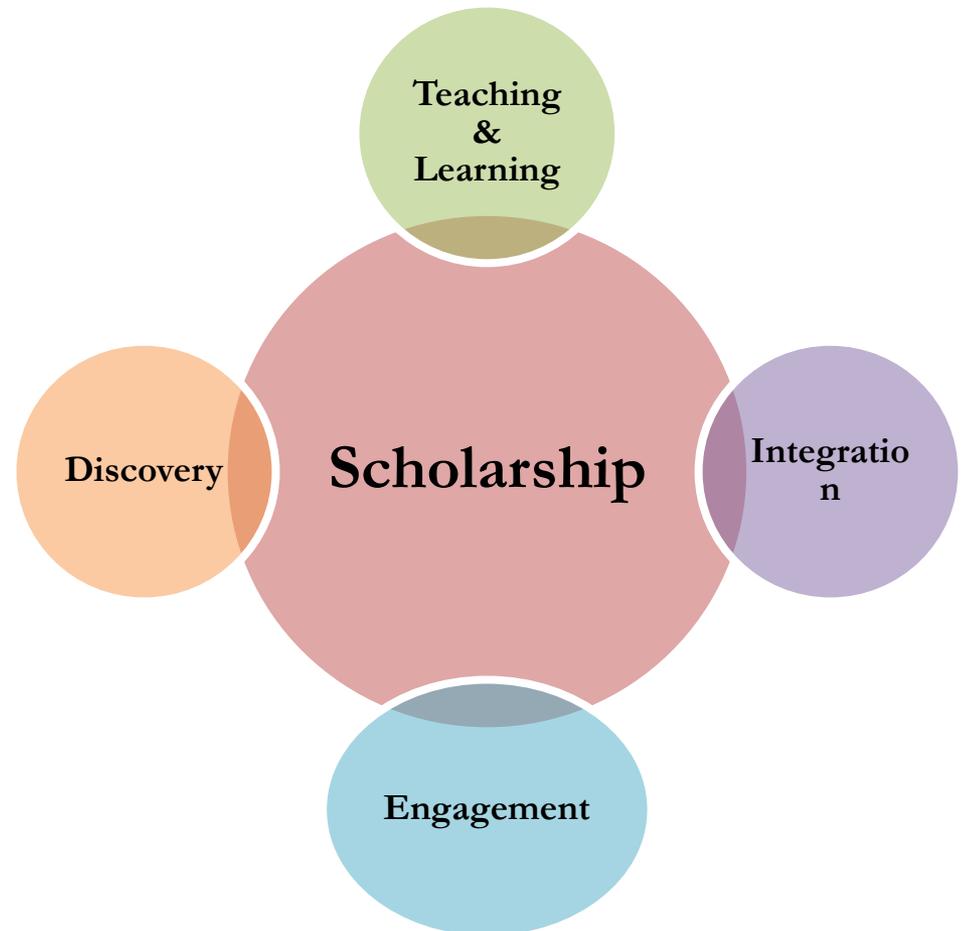
Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application

Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration

Using collaborative relationships to uncover new knowledge among disciplines.





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The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.



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Clinical Practice



The California Teaching Performance Expectations (TPEs) comprise the knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in an approved teacher education program in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (e.g. edTPA). Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California.





TPE 1: Engaging and Supporting All Students in Learning

- Addressing Common Core standards
- Selecting and using various instructional strategies, activities, and resources to facilitate student learning
- Understanding students' academic learning goals
- Ensuring active and equitable student participation
- Monitoring student progress and extending student thinking
- Providing developmentally appropriate educational activities

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Managing instructional time
- Establishing a positive learning environment
- Maintaining a positive learning environment

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Understanding common core standards
- Planning instruction that addresses the standards
- Demonstrating ability to teach the common core standards



TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- Understanding how to adapt instructional practices to provide access to the common core standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction
- Connecting information to learning
- Establishing learning goals
- Connecting academic content to the students backgrounds, needs, and abilities

TPE 5: Assessing Student Learning

- Using instructional strategies and techniques to support student learning
- Using a range of formal and informal assessments
- Giving student feedback on assessment results

TPE 6: Developing as a Professional Educator

- Taking responsibility for student academic learning outcomes
- Evaluating teaching practices
- Using reflection and feedback to improve teaching practice and subject matter knowledge



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District Support Provider Role and Responsibilities



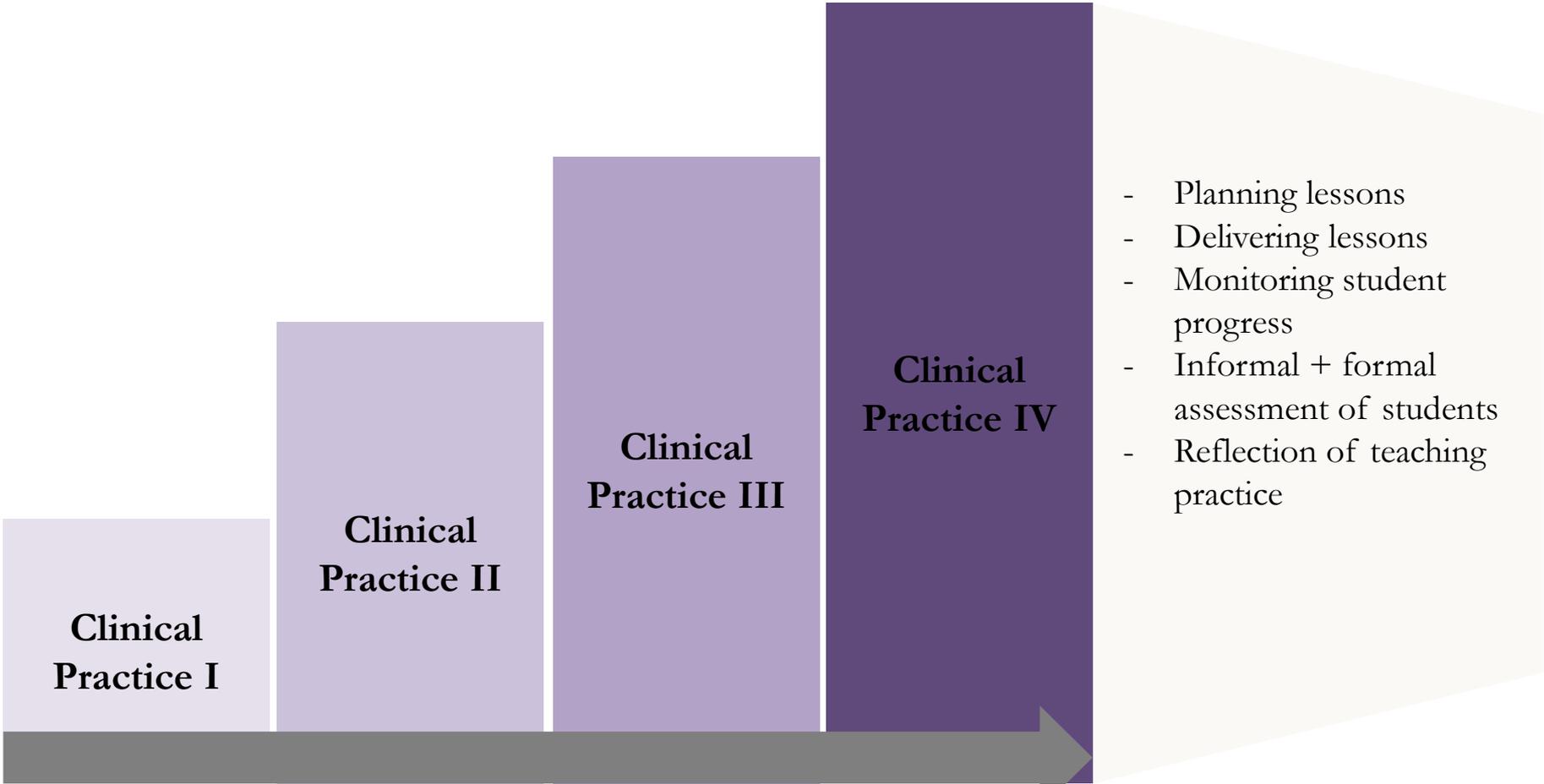
Clinical Practice must include a minimum of 600 hours across the arc of the program and must provide the candidate with the opportunity to practice and acquire the knowledge and skills of the TPEs.

Guidance and Supervision - Providers

- District Support Provider/Mentor Teacher
 - Veteran Practitioner
 - Program Supervisor
 - Course Instructor/Faculty

Examples of Appropriate Activities

- Guided and supervised teaching
 - Co-planning
- Working with a master teacher/veteran practitioner to analyze and grade student work
- Grade level meetings, professional learning communities, department meetings



Clinical Practice I

Clinical Practice II

Clinical Practice III

Clinical Practice IV

- Planning lessons
- Delivering lessons
- Monitoring student progress
- Informal + formal assessment of students
- Reflection of teaching practice

- demonstrate understanding of the interrelatedness of language and literacy development
- plan a variety of strategies for developing content-area knowledge and skills in bilingual education
- provide linguistic scaffolding
- activate background knowledge and experiences
- foster content learning in the primary and target languages



Progress Assessments – formal evaluation with observation

These formal evaluations with observations, also known as Progress Assessments, are conducted at least three times throughout Clinical Practice III and IV. Videos of classroom instruction and lesson documentation are submitted to Insight Advance. Student Candidates are evaluated against the TPEs, Bilingual Methodology, and Culture of Emphasis and include a reflective and goal-setting section at the conclusion of each Progress Assessment.

	When	Who	Where
Clinical Practice III	Week 4	University Mentor	Insight Advance
	Week 5	University Mentor	Insight Advance
	Week 6	University Mentor	Insight Advance
Clinical Practice IV	Week 2	University Mentor	Insight Advance
	Week 4	University Mentor	Insight Advance
	Week 6	University Mentor	Insight Advance
	Week 7	Master Teacher	Classroom



- Clinical Practice III Progress Assessments are conducted during Week 4, 5, 6 of the term.
- Clinical Practice IV Progress Assessments are conducted during Week 2, 4, 6 and 7.
- The Master Teacher is required to evaluate one of the Progress Assessments during Clinical Practice IV Week 7.



Before the Observation:

- Clarify lesson goals—how are you building on previous lessons and how do your goals meet students' needs?
- Ask what you want students to learn and how will you determine whether you have been successful?
- What sort of strategies will you use, and how will these promote learning? What will you do to address your students who have special needs?

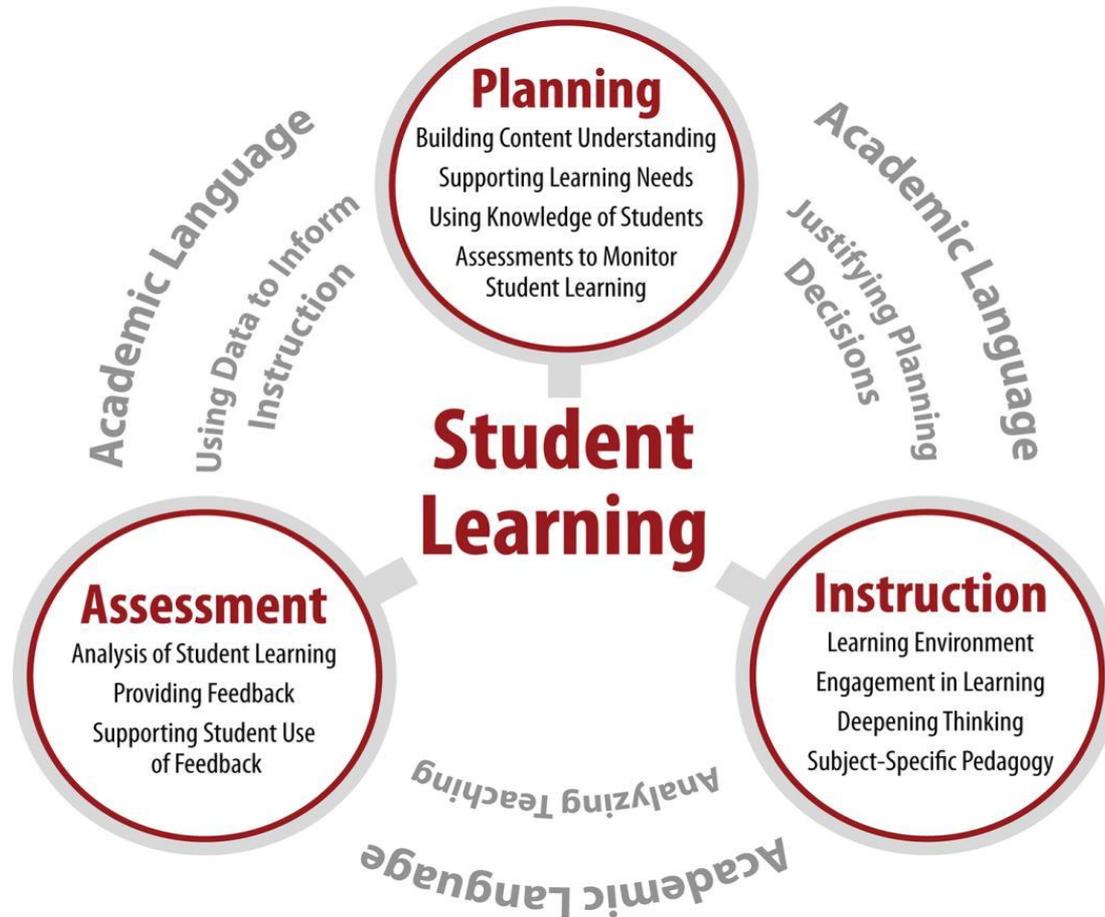
After the Observation:

- Validate one or two high points
- Ask intern to summarize impressions and feelings about the lesson
- Ask how successful were the students and if they met your learning goals
- Addressing student work, what did you learn by analyzing what students learned and what they need to know? What changes might you make at this point?
- Look at the Progress Assessment data and see if there is a relationship between the observation data and the students' work.
- Discuss what the next steps might be in terms of following up on the lesson.
- Reflect on the process of the observation, coaching, and next steps for supervisory support.

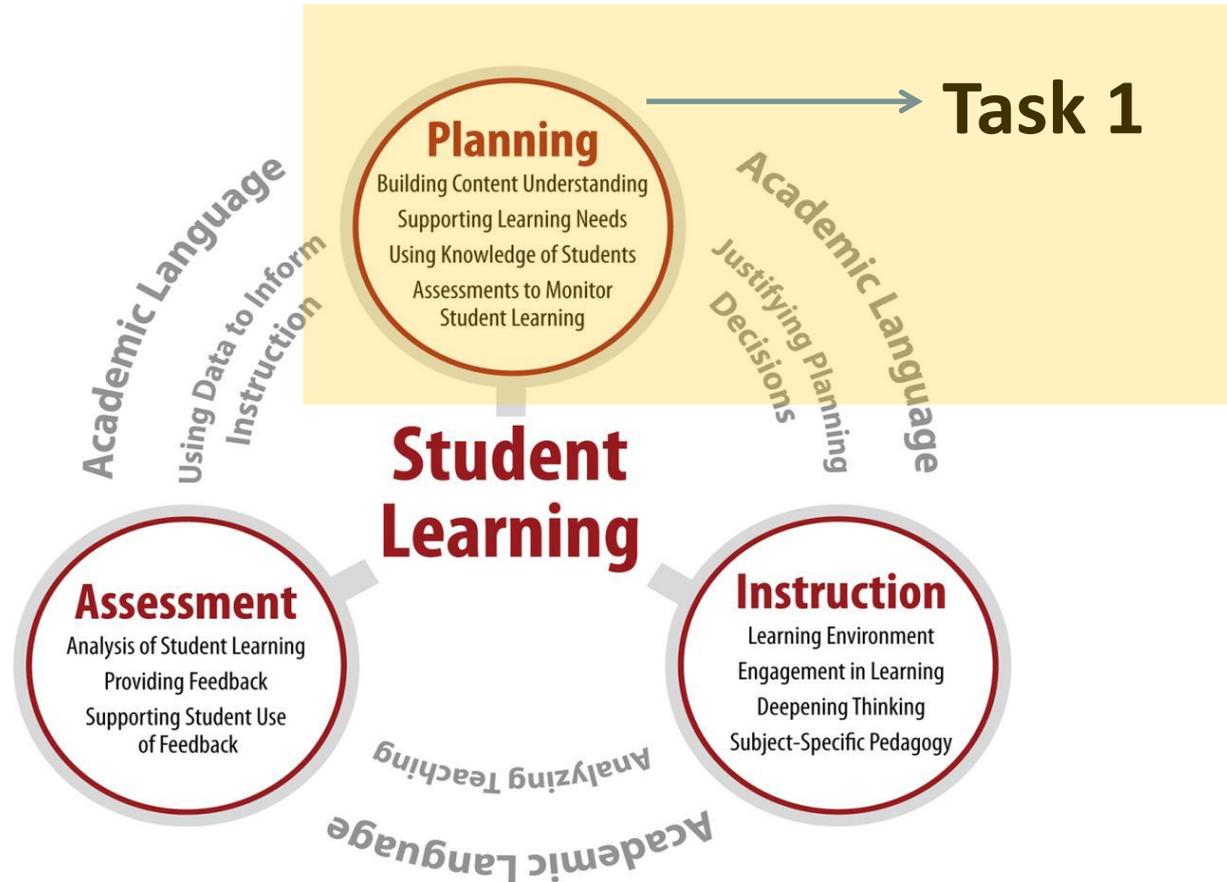
OVERVIEW OF THE EDTPA for MS or SS Students Concurrently earning BILA



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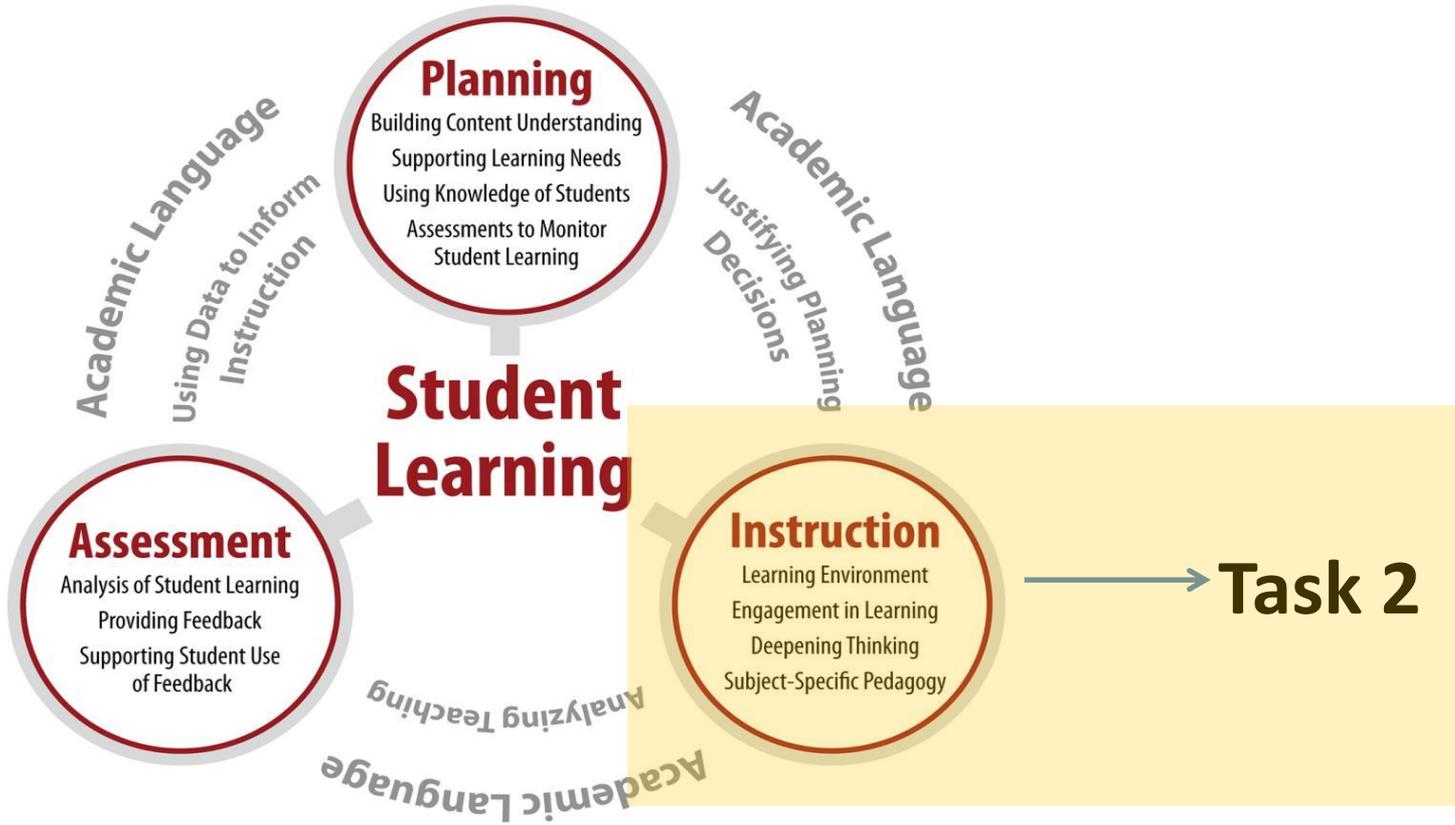
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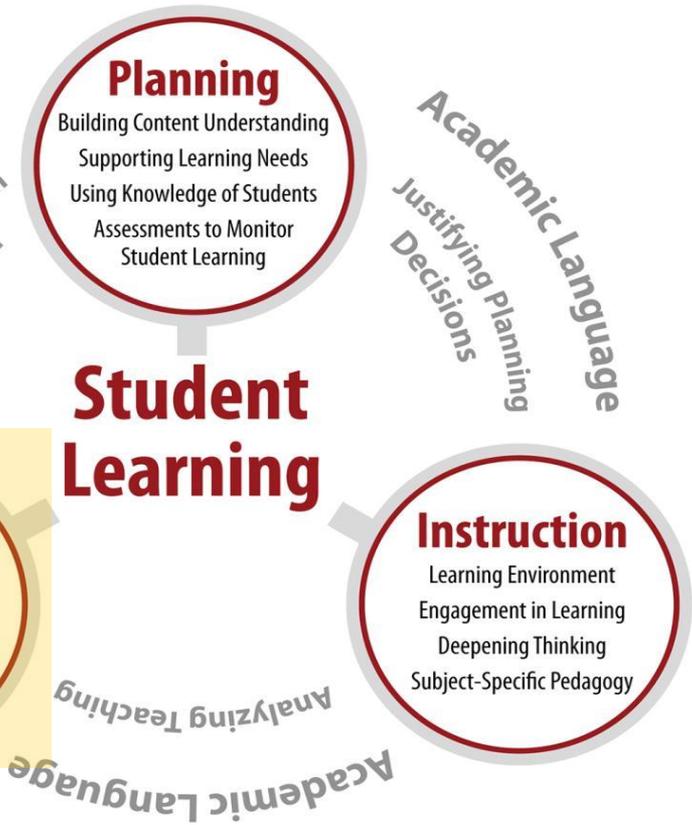


OVERVIEW OF THE EDTPA for MS or SS Students Concurrently earning BILA



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Task 3 ←





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District Support Provider Guidelines - edTPA



Supporting edTPA® Teacher Candidates in your School

- ✓ As an **instructional leader**, you will continue to offer instructional leadership and support for excellent teaching.
- ✓ **Cooperating teachers** will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.
- ✓ **Candidates** will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

Acceptable Forms of Support

Candidates can and should be supported during their edTPA® clinical experiences as usual. Supports include:



**Modeling
best teaching
practices**



**Discussing
students' learning
strengths/needs**



**Observing
and providing
feedback**

The document [Teachers Who Support Teacher Candidates](#) clarifies acceptable and unacceptable forms of support for candidates during the summative edTPA® process.



Acceptable Supports	Unacceptable Supports
Discuss edTPA® tasks and scoring rubrics	Don't edit a candidate's official materials prior to submission
Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)	Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring
Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment	Don't instruct candidates on which video clips to select for submission
Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process	Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites
Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts	
Arrange technical assistance for the video portion of the assessment	

Directions: Please take time to review the District Support Provider Handbook and Clinical Practice Handbook.