

Program Competencies Assessments

Signature Assignments

Standard Interns & Student Teachers

Introductory Courses

[EDU62030](#): Professional Learning and Practice: [Growth Plan](#) and [Guiding Principles Dispositions Check List](#)

[EDU62040B](#): Special Educational Foundations: The Learner and the Learning Environment- [Philosophy Paper](#)

[TCH71710](#): Educational Technology-[Training Seminar Presentation](#)

Content Knowledge & Instructional Practice

[EDU62350](#): Content Knowledge and Instructional Practice I: Elementary Methods -[Professional Portfolio](#)

[EDU62120A](#): Content Knowledge and Instructional Practice II: Literacy Pedagogy- [Narrative and Informational Text lesson Plans](#)

[EDU62630](#): Content Knowledge and Instructional Practice III: [Teaching English Language Learners-Target Content Area Lesson Plan](#)

[EDU62050](#): Content Knowledge and Instructional Practice IV: Differentiated Instruction-[Unit of Study](#)

Clinical Practice Progress Assessments-Standard Intern

[EDU62460](#): Clinical Practice I: Planning

Video Progress Assessment Monitoring

California TPEs 1-3

[Progress Assessment 1: Universal TPE1](#)

[Progress Assessment 2: Universal TPE2](#)

[Progress Assessment 3: Universal TPE3](#)

District Feedback

[Week 4 Feedback Form](#) & [Universal Feedback form](#)

[Week 8 Summative Formative Assessment](#) & [Universal Assessment form](#)

[EDU62470](#): Clinical Practice II: Teaching and Learning

Video Progress Assessment Monitoring

California TPEs 4-6

[Progress Assessment 1: Universal TPE4](#)

[Progress Assessment 2: Universal TPE5](#)

[Progress Assessment 3: Universal TPE5&6](#)

District Feedback

[Week 4 Feedback Form](#) & [Universal Feedback form](#)

[Week 8 Summative Formative Assessment](#) & [Universal Assessment form](#)

[EDU62480](#): Clinical Practice III: Teaching and Learning

Video Progress Assessment Monitoring

California Universal and Mild Moderate TPEs 1-6

[Progress Assessment 1: Universal & Mild/Moderate TPE1-2](#)

[Progress Assessment 2: Universal & Mild/Moderate TPE3-4](#)

[Progress Assessment 3: Universal & Mild/Moderate TPE5-6](#)

District Feedback

[Week 4 Feedback Form & Universal Feedback form](#)

[Week 8 Summative Formative Assessment & Universal Assessment form](#)

[Week 4 Feedback Form & Mild Moderate Feedback form](#)

[Week 8 Summative Formative Assessment & Mild Moderate Assessment form](#)

EDU68900B: Clinical Practice IV: Reflection and Professional Responsibility

Video Progress Assessment Monitoring

California Universal and Mild Moderate TPEs 1-6

Progress Assessment 1: Universal & Mild/Moderate TPE1-2

Progress Assessment 2: Universal & Mild/Moderate TPE3-4

Progress Assessment 3: Universal & Mild/Moderate TPE5-6

District Feedback

[Week 4 Feedback Form & Mild Moderate Feedback form](#)

[Week 8 Summative Formative Assessment & Mild Moderate Assessment form](#)

Clinical Practice Progress Assessments-Student Teachers

EDU62380: Clinical Practice III: Teaching and Learning

Video Progress Assessment Monitoring

[Progress Assessment 1: Universal & Mild/Moderate TPE1-2](#)

[Progress Assessment 2: Universal & Mild/Moderate TPE3-4](#)

[Progress Assessment 3: Universal & Mild/Moderate TPE5-6](#)

District Feedback

[Week 4 Feedback Form & Universal Feedback form](#)

[Week 8 Summative Formative Assessment & Universal Assessment form](#)

[Week 4 Feedback Form & Mild Moderate Feedback form](#)

[Week 8 Summative Formative Assessment & Mild Moderate Assessment form](#)

EDU68880B: Clinical Practice IV: Reflection and Professional Responsibility

Video Progress Assessment Monitoring

California Universal and Mild Moderate TPEs 1-6

Progress Assessment 1: Universal & Mild/Moderate TPE1-2

Progress Assessment 2: Universal & Mild/Moderate TPE3-4

Progress Assessment 3: Universal & Mild/Moderate TPE5-6

District Feedback

[Week 4 Feedback Form & Mild Moderate Feedback form](#)

[Week 8 Summative Formative Assessment & Mild Moderate Assessment form](#)

EDU62030 Professional Learning and Practice

Week 8: Professional Development

Learning Objectives

8.1 Assess your ability level within each disposition area.	CLO3
8.2 Analyze how you may continually grow as a professional.	CLO3

Assignments-Growth Plan

Assignment: Growth Plan	8.1
<p>Complete the CSOE Guiding Principles Dispositions Checklist.</p> <p>Write a three-to four-page growth plan for how you will improve in areas of need from the disposition's checklist.</p> <p>Consider the following when developing your growth plan:</p> <ul style="list-style-type: none">• Specific goals that are attainable, relevant, and timebound.• Forms of growth where progress can be measured such as webinars, podcasts, or research-based strategies to improve cognition.• Engaging in situations that challenge your understanding of diversity, race, culture, etc.• Your Roadmap to Certification from Week 6: What do you want to achieve before you obtain your certification? <p>Include references to support your strategies.</p> <p>Format your paper consistent with APA style guidelines.</p> <p>Submit your growth plan to the Turnitin Growth Plan assignment forum. Review the report to ensure your assignment has a 20% or less similarity index.</p> <p>Submit your paper as a Word document, your Turnitin Growth Plan, and your completed Guiding Principles Dispositions Checklist by Sunday.</p> <p>Turnitin: You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.</p>	

Learning Objectives

8.1 Determine where Alliant's IMPACT values intersect with your personal philosophy and the professional practices addressed in this course.

CLO1, 2, 3
4, 5, 6, 7

Assignments-Philosophy of Education

Assignment: Philosophy of Education

8.1

Write a 6- to 10-page paper that explains how you will integrate Alliant's IMPACT values into your professional practice as a special education teacher and your personal philosophy of education.

Identify where the values of inclusion, mentorship, passion, accountability, communication, and teamwork fit into your personal philosophy and the professional practices addressed in this course:

- Special Education History and Law
- Disability Categories
- Theories
- Inclusion & Inclusive instructional practices
- Individual Education Plan
- FBAs and BIPs
- Dispute resolution

Note. For example, the Disability Categories can be linked to the inclusion IMPACT value.

Consider using the six elements of Alliant's IMPACT values as the headings in your paper.

Format your paper consistent with APA style guidelines. Your reference page should have a minimum of five sources.

Include in-text citations of your references where appropriate.

Turnitin: You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in point deduction and a possible grade of zero.

Submit both your Turnitin report and your assignment as a Word document by Sunday.

Week 7 & 8: Evolution of EdTech

Learning Objectives

7.1 Analyze methods to manage resources that support student learning in technologically integrated environment.	CLO4
7.2 Assess your professional development needs to remain current with technological trends and changes.	CLO4
7.3 Analyze the evolution of technological knowledge and skills in education.	CLO4

Assignments-Online Training Seminar

Signature Assignment: Training Seminar – Outline	7.1, 7.3
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Develop an outline for a one-to two-day training seminar built for teachers of your organization. The materials for the training do not have to be fully flushed out, but your outline needs to contain sufficient information for someone to understand what will occur during the professional development. *Please note: You will record yourself delivering the training in Week 8.*

Focus the training seminar on the integration of EdTech tools to improve student learning.

Address the following in your outline:

- What technology tools are you proposing your school or district adopt?
- How would you train faculty on those tools?
- How will the tools promote student engagement and improve student learning?
- How did you assess the viability of the tools you selected?
- Address any financial impact adopting the tools would have on the school.
- Address any concerns around digital citizenship and ethics.

Format your outline consistent with APA style guidelines.

Submit the completed outline by Sunday.

Signature Assignment: Training Seminar – Presentation (week 8)	8.1, 8.2
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Record yourself presenting the training seminar you created in Week 7 to administrators or the school board.

Submit the recording by Friday.

Review the videos presented by your classmates and provide constructive feedback by Sunday.

Submit the completed paper by Sunday.

EDU62350 Content Knowledge & Instructional Practice I: Elementary Methods

Week 8: Teaching the Sciences Using Inquiry to Build Literate Citizens

Learning Objectives

8.3 Analyze Inquiry as a teaching method and an approach to lesson planning.	CLO2, CLO3
8.4 Synthesize the core course concepts into a curriculum vitae for a professional educator.	COURSE

Assignments-Professional Portfolio

Assignment: Professional Portfolio	8.2
<p>Organize the various components of this course into a sample of how you might schedule your day as a professional educator to a prospective employer.</p> <p>Consider including the following as skill evidence to support your day:</p> <ul style="list-style-type: none">• Welcome video• Assessment or Evaluation Questions• Planning & Collaboration Graphic Organizer• Co-Teaching Lesson Plan• STEM Lesson Plan• Math Proof <p>Create the Professional Portfolio in OneDrive.</p> <p>Submit a shared link by Sunday.</p> <p>Note. Consider including this assignment as part of your IDP.</p>	

EDU62120A Content Knowledge and Instructional Practice II: Literacy Pedagogy

Week 8: Reading & Writing

Learning Objectives

8.5 Assess your knowledge of teaching reading.	CLO5
8.6 Integrate research-based comprehension and writing strategies effectively to support all learners in literacy lesson plans.	COURSE

Assignments-Narrative & Informational Text Lesson Plans

Assignment: Narrative & Informational Text Lesson Plans	8.2
<p>Choose two different grade levels between 3rd and 8th grade.</p> <p>Create one narrative story or appropriate text lesson plan at one grade level and one informational story or appropriate text lesson plan at the other grade level.</p> <p>Utilize the CSOE Lesson Plan Template to create your lesson plans.</p> <p>Review the CSOE Lesson Plan Instructions document for detailed instructions on how to complete the template.</p> <p>Include two research-based reading comprehension strategies within each lesson plan.</p> <p>Submit your lesson plans by Friday.</p>	

EDU62630 Content Knowledge and Instructional Practice III: Teaching English Language Learners

Week 8: Assessment & Targeted Content Area Lesson Planning for EL Students

Learning Objectives

8.7 Analyze the effective use of state assessment data to develop targeted lessons for ELs.	CLO8
8.8 Determine formative assessment data required to monitor student progress and adjust lesson instruction for ELs.	CLO8
8.9 Determine targeted instructional strategies for the unique needs of EL students in your classroom for use in a content area lesson plan.	COURSE

Assignments- Target Content Area Lesson Plan

Assignment: Target Content Area Lesson Plan	8.1, 8.2, 8.3
<p>Design complementing lesson plans, for both integrated and designated ELD, that you will use in your classroom for any core subject area and grade level you choose.</p> <p>Utilize the CSOE Lesson Plan template and the Designated ELD Lesson Plan template for your complementing lessons:</p> <ul style="list-style-type: none"> • Review the Lesson Plan Template Instructions document as needed. • Use the Designated ELD Lesson Plan template to frontload content during your Designated ELD time for only your EL students. <p>Make sure you identify the following within the template:</p> <ul style="list-style-type: none"> • State or core content standards and EL standards. • How the EL standards align with the state or core content standards. • How you enhanced your lesson for EL students with specific strategies from <i>10 Mindframes for Visible Learning</i>. • What data you used to guide your planning. • Which EL strategies, integrated ELD, you used to support your ELs learning. <p>Submit your complementing lesson plans by Sunday.</p>	

EDU62050 Content Knowledge and Instructional Practice IV: Differentiated Instruction Week 5: Lesson Planning for the Differentiated Classroom

Assignments-Unit Plan (Part I, II, III & Final)

Week 5 Assignment: Unit of Study–Unit Plan Part I	5.1, 5.2, 5.3
<p>Read the CSOE Unit Plan Template Instructions.</p> <p>Complete the following sections of the CSOE Unit Plan template:</p> <ul style="list-style-type: none">• Section 1• Section 4 <p>Use the standard you conducted your task analysis on in Week 3 and the preassessment you developed for that standard in Week 4.</p> <p>Consider the following:</p> <ul style="list-style-type: none">• Which skills would you teach each day?• How will you differentiate based on student readiness?• How and when will you assess student learning? <p>Use the CSOE Lesson Plan template for section 4. Review the CSOE Lesson Plan Template Instructions as needed.</p> <p>Submit your Unit Plan Part I and all supporting documents or materials by Sunday.</p>	
Week 6 Assignment: Unit of Study–Unit Plan Part II	6.1, 6.3
<p>Read the CSOE Unit Plan Template Instructions.</p> <p>Complete the remaining sections of the CSOE Unit Plan template you started in Week 5:</p> <ul style="list-style-type: none">• Section 2• Section 5<ul style="list-style-type: none">○ You only need to develop one of the suggested three-to five-lesson plans○ The lesson plan must provide differentiation for readiness• Section 6 <p>Use the standard you conducted your task analysis on in Week 3 and the preassessment you developed for that standard in Week 4.</p> <p>Consider the following:</p> <ul style="list-style-type: none">• How will you differentiate for content, process and product in anticipation of and response to student differences in readiness, interest, and learning profile?• How will you include a variety of mediums including visual, auditory, and kinesthetic?• How will you provide information through a variety of mediums?• How will students share their learning using technology? <p>Use the CSOE Lesson Plan template for section 5. Ensure the lesson plan provides differentiation for readiness. Review the CSOE Lesson Plan Template Instructions as needed.</p>	

Submit your Unit Plan Part I and all supporting documents or materials by Sunday.

Week 7 Assignment: Unit of Study–Unit Plan Part III

7.1, 7.2

You have done a task analysis of a state standard to identify pre-requisite skills and essential skills for student mastery. You have designed a formative assessment to identify student readiness for that standard. You have developed a unit of student and planned a few lessons.

Complete section 3 of the CSOE Unit Plan template you have been working on the past two weeks.

Consider the following:

- What principles will you use to grade?
- What are your expectations for student behaviors in your differentiated classroom?

Create an introduction to your future students that explains your grading policy and expectations for student behaviors in your differentiated classroom. Be creative here, it can be a video, or a poster.

Submit your Unit Plan Part III and your introduction by Sunday.

Note. If you created a video or online poster for your introduction, submit a link to item.

Week 8 Assignment: Final Unit of Study

8.1, 8.2, 8.3

Review the feedback you received on the following:

- Five components of the Course Project created in Weeks 3 through 7.
- The papers you wrote in Weeks 1 and 2.

Create a finalized Unit of Study that incorporates the feedback.

Compile them into one document that contains the following:

- Summary of your *educational philosophy* in relation to differentiation as an instructional strategy.
- Summary of how the *Task Analysis* of a state standard helped you build the Unit Plan.
- Summary of your plan for providing an *environment* that addresses student learning profiles.
- Introduction to students on *grading policy and classroom management* in your differentiated classroom.
- Completed Unit Plan
- Introduction Lesson Plan
- Lesson Plan that provides differentiation for readiness

Submit your compiled Unit of Study by Sunday.

Clinical Practice Progress Assessments

Weeks 3, 5 & 7

EDU62460 Progress Assessment 1

Assignment: Progress Assessment 1

3.2

Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of UU TPE1 or InTASC Standards 1&2.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Evidence of yourself and your students must be viewable. Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable*; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU TPE 1 or InTASC Standards 1&2
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE 1 or InTASC Standards 1&2
 - Self-Scoring .
- ***Exit Ticket**
 - **Upload** your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE 2 or InTASC Standard 3.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Evidence of yourself and your students must be viewable. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

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Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU TPE 2 or InTASC Standard 3
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE 2 or InTASC Standard 3
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Assignment: Progress Assessment 3

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE 3 or InTASC Standards 4&5

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Evidence of yourself and your students must be viewable. Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable*; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to TPE3 or InTASC Standard 4&5
 - *Provide a detailed justification for why/why not the examples which aligns with TPE3 or InTASC Standard 4&5
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Clinical Practice Progress Assessments

Weeks 3, 5 & 7

EDU62470 Progress Assessment 1

Assignment: Progress Assessment #1

COURSE

Select a 15-minute segment of your lesson plan from Week 1 that provides evidence of UU TPE4 or InTASC Standards 7 & 8.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. *Evidence of yourself and your students must be viewable.* Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable;* videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU TPE4 or InTASC Standards 7&8
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE4 or InTASC Standards 7&8
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE5 or InTASC Standards 6.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. *Evidence of yourself and your students must be viewable.* Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable;* videos under 15 mins can result in a deduction of points and a possible grade of zero.

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Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU TPE5 or InTASC Standard 6
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE5 or InTASC Standard 6
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE5 & 6 or InTASC Standard , 6, 9 &10 .

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Evidence of yourself and your students must be viewable. Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable*; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU TPE5&6 or InTASC Standard 6, 9&10
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE5&6 or InTASC Standard 6, 9&10
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Clinical Practice Progress Assessments

Weeks 3, 5 & 7

EDU62480/EUD62380 Progress Assessment 1

Assignment: Progress Assessment #1	COURSE
<p>Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of UU or MM TPE1&2 or InTASC Standard 1-3/ CEC 2, 6&7</p> <p>Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track : Multiple & Single Subject use the Universal TPEs/InTASC Standards Ed. Specialist use the Mild Moderate TPEs/CEC Standards</p> <p>Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.</p> <ul style="list-style-type: none">• English Permission Slip• Spanish Permission Slip <p>Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include you teaching a minimum of four students. Only 15 minutes of your video will be viewed and graded; <i>Evidence of yourself and your students must be viewable</i>; videos under 15 mins can result in a deduction of points and a possible grade of zero.</p> <p>Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the CSOE Teacher Education Clinical Practice Resources page.</p> <p>Complete the following for eligible progress assessments:</p> <ul style="list-style-type: none">• *the CSOE Lesson Plan• *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.• Annotations Annotate your video by:<ul style="list-style-type: none">*Time-Stamp and annotated examples in the video that align to the UU/ MM TPE1&2 or InTASC Standards 1-3/CEC 2, 6&7○*Provide a detailed justification for why/why not the examples which aligns with UU/MMTPE1&2 or InTASC Standards 1-3/ CEC 2, 6&7○○ Self-Scoring .• *Exit Ticket<ul style="list-style-type: none">○ Upload your exit ticket to Teaching Channel○ Submit your exit ticket to Canvas by Sunday. <p>*Failure to submit ALL required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.</p>	

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the Standard Alignment Chart to see and alignment of the standards.

EDU62480/EUD62380 Progress Assessment 2

Assignment: Progress Assessment #2

COURSE

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU/MM TPE3&4 or InTASC Standard 4,5,7& /CEC 3&5.

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable*; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page. **Complete** the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU/MM TPE3&4 or InTASC Standards 4,5, 7&8 /CEC 3&5
 - *Provide a detailed justification for why/why not the examples which aligns with TPE3&4 or InTASC Standards 4,5, 7&8
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

EDU62480/EUD62380 Progress Assessment 3

Assignment: Progress Assessment #3

COURSE

Select a 15-minute segment of your lesson plan from Week 6 that provides evidence of UU/MM TPE5&6 or InTASC Standard 6, 9&10, CEC 1, 4&7

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; *Evidence of yourself and your students must be viewable*; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to UU/MM TPE5&6 or InTASC Standards 6, 9&10 /CEC 1, 4&7
 - *Provide a detailed justification for why/why not the examples which aligns with UU/MM TPE5&6 or InTASC Standards 6, 9&10/ CEC 1, 4&7
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Clinical Practice Progress Assessments

Weeks 3, 5 & 7

EDU68900B/EUD68880B Progress Assessment 1

Assignment: Progress Assessment #1

COURSE

Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of UU/MM TPE1&2 or InTASC Standard 1-3/ CEC 2, 6&7

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

- English Permission Slip
- Spanish Permission Slip

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Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.

- **Annotations**

Annotate your video by:

*Time-Stamp and annotated examples in the video that align to the UU/ MM TPE1&2 or InTASC Standards 1-3/CEC 2, 6&7

○

*Provide a detailed justification for why/why not the examples which aligns with UU/MMTPE1&2 or InTASC Standards 1-3/ CEC 2, 6&7

○

- Self-Scoring .

- ***Exit Ticket**

- Upload your exit ticket to Teaching Channel
- **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the Standard Alignment Chart to see and alignment of the standards.

EDU68900B/EUD68880B Progress Assessment 2

Assignment: Progress Assessment #2

COURSE

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU/MM TPE3&4 or InTASC Standard 4,5,7& /CEC 3&5.

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

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Annotate your video by:
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- ***Exit Ticket**
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Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates MUST have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

EDU68900B/EUD68880B Progress Assessment 3

Assignment: Progress Assessment #3

COURSE

Select a 15-minute segment of your lesson plan from Week 6 that provides evidence of UU/MM TPE5&6 or InTASC Standard 6, 9&10, CEC 1, 4&7

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.

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Annotate your video by:
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 - *Provide a detailed justification for why/why not the examples which aligns with UU/MM TPE5&6 or InTASC Standards 6, 9&10/ CEC 1, 4&7
 - Self-Scoring .
- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
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Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the TPE InTASC Alignment Chart to see and alignment of the standards.

Weeks 4 & 8

District Support Provider Feedback Form

Week 4 Assignment: District Support Provider Feedback Form	COURSE
<p>Complete the District Support Provider Feedback Form:</p> <p>Part I: To be complete by you District Support Provider supporting your enrolled pathway</p> <ul style="list-style-type: none">• Universal Feedback Form (UUTPEs)• Mild/Moderate Feedback Form (MMTPEs)• InTASC Feedback Form (InTASC Standards) <p>Part II: To be completed by the Teacher Candidate</p> <p>Collect the District Support Provider's (DSP)/Master Teacher's wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your form. Failure to do so will result in a grade of zero.</p> <p>Submit the completed form by Sunday.</p>	

Quarterly Summative Assessment

Week 8 Assignment: Quarterly Summative Assessment	COURSE
<p>The Quarterly Summative Assessment is a summative scoring rubric based on the Universal/Mild Moderate Teaching Performance Expectations (TPEs) or the InTASC Standards. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance.</p> <p>Provide the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.</p> <p>Part I:</p> <ul style="list-style-type: none">• Use the form below that supports your enrolled pathway, which is to be complete by your Master Teacher<ul style="list-style-type: none">○ Universal Quarterly Summative Assessment○ Mild Moderate Universal Quarterly Summative Assessment○ InTASC Quarterly Summative Assessment <p>Part II:</p> <ul style="list-style-type: none">○ Provide the Quarterly Summative Assessment Form to your District Support Provider/Master Teacher prior to Friday to ensure you are able to obtain feedback in time for submission.○ Collect the Master Teacher's wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your form. Save your Feedback Form as a PDF.○ Save your signed District Support Feedback form in your IDP OneDrive folder <p>Provide the Quarterly Summative Assessment document to your District Support Provide in advance to complete. A wet or e-signature is required for grading.</p> <p>Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.</p> <p>Submit the completed Quarterly Assessment document by Sunday.</p>	

Weeks 4 & 8 Forms

Universal District Support Feedback Sheet



Alliant International University
California School
of Education

Universal District Support Feedback Sheet

Candidate Name:

District:

School Site:

Address:

District Support Provider or Master Teacher:

Phone:

Email:

Date Met:

Current Position:

Signature:

Date:

Part I: Have your district support provider complete the following feedback of your strengths and areas of need:

	Candidate Strength	Area of Need
TPE 1: Engaging and Supporting All Students in Learning		
Evidence Observed:		
	Candidate Strength	Area of Need
TPE 2: Creating and Maintaining Effective Environments for Student Learning		
Evidence Observed:		
	Candidate Strength	Area of Need
TPE 3: Understanding and Organizing Subject Matter for Student Learning		
Evidence Observed:		

Part II: To be completed by the Teacher Candidate. Respond to the following prompt:

Based on the feedback from your district support provider, what steps will you take to improve an area of need?



Mild Moderate District Support Provider Feedback Sheet

Candidate Name: District: School Site: Address:

District Support Provider or Master Teacher:	
Phone:	Email:
Date Met:	
Current Position:	
Signature:	Date:

Part I: Have your district support provider complete the following feedback of your strengths and areas of need:

	Candidate Strength	Area of Need
MM TPE 1: Engaging and Supporting All Students in Learning		
Evidence Observed:		
	Candidate Strength	Area of Need
MM TPE 2: Creating and Maintaining Effective Environments for Student Learning		
Evidence Observed:		
	Candidate Strength	Area of Need
MM TPE 3: Understanding and Organizing Subject Matter for Student Learning		
Evidence Observed:		

Part II: To be completed by the Teacher Candidate. Respond to the following prompt:

Based on the feedback from your district support provider, what steps will you take to improve an area of need?

Universal Quarterly Summative Assessment Form



Alliant International University
California School
of Education

Teacher Candidate Name: _____

Program Pathway: ECO Intern Standard Intern Student Teaching

Program Track: ES MS SS

Support Provider Name: _____

Support Provider Current Credential: _____

Support Role: Master Teacher District Support Provider Course Instructor/University Mentor

School District: _____ School Site: _____

Current Clinical Practice Course: _____ Term: _____

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle (both formal, virtual observation and follow-up discussion) for each of the Teaching Performance Expectations (Universal TPEs).

- **LEVEL 2 – EFFECTIVE:** Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.
- **LEVEL 1 – DEVELOPING:** Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.
- **LEVEL 0 – DOES NOT MEET:** Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

UNIVERSAL TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
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. (1.1)			

Maintain ongoing communication with students and families, including the use of technology to communicate and support students and families, and to communicate achievement expectations and student progress. (1.2)			
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. (1.3)			
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. (1.4)			
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. (1.5)			
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: <ul style="list-style-type: none"> • to acquire Standard English proficiency, or • who may have an identified disability affecting their ability to acquire Standard English proficiency, or • students who may have <i>both</i> a need to acquire Standard English proficiency <i>and</i> an identified disability. (1.6) 			
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. (1.7)			
Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. (1.8)			
TOTAL FOR UNIVERSAL TPE 1	_____ / 16		

UNIVERSAL TPE 1 COMMENTS: _____

UNIVERSAL TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
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. (2.1)			
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. (2.2)			
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. (2.3)			
Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (2.4)			
Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (2.5)			
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. (2.6)			
TOTAL FOR UNIVERSAL TPE 2	_____ / 12		

UNIVERSAL TPE 2 COMMENTS: _____

UNIVERSAL TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING – CONTENT SPECIFIC PEDAGOGY			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (3.1)			
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. (3.2)			
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. (3.3)			
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. (3.4)			
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. (3.5)			
Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (3.6)			
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. (3.7)			
Demonstrate knowledge of effective teaching strategies aligned with internationally recognized educational technology standards (3.8)			
TOTAL FOR UNIVERSAL TPE 3	_____ / 16		

UNIVERSAL TPE 3 COMMENTS: _____

UNIVERSAL TPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
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. (4.1)			
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. (4.2)			

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. (4.3)			
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 (Multi-Tiered Systems of Supports); 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; and 5) opportunities for students to support each other in learning; and use of community resources and services as applicable (4.4)			
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.) (4.5)			
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. (4.6)			
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. (4.7)			
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. (4.8)			
TOTAL FOR UNIVERSAL TPE 4	_____ / 16		

UNIVERSAL TPE 4 COMMENTS: _____

UNIVERSAL TPE 5: ASSESSING STUDENT LEARNING			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
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. (5.1)			
Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (5.2)			
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. (5.3)			
Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (5.4)			
Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (5.5)			
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. (5.6)			
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. (5.7)			
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. (5.8)			
TOTAL FOR UNIVERSAL TPE 5	_____ / 16		

UNIVERSAL TPE 5 COMMENTS: _____

UNIVERSAL TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (6.1)			
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. (6.2)			

Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (6.3)			
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. (6.4)			
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. (6.5)			
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. (6.6)			
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. (6.7)			
TOTAL FOR UNIVERSAL TPE 6	_____ / 14		

UNIVERSAL TPE 6 COMMENTS: _____

CANDIDATE PROFESSIONAL DISPOSITION AND DEMEANOR			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
COMMUNICATION: Teacher Candidate communicates effectively with collaborating teacher/district support provider and fellow staff, responds to communication both verbal and written, and is informed of requirements and expectations of Alliant course and classroom in which they are observing as candidate.			
PREPARATION: Teacher candidate is prepared and informed in the classroom. Candidate advocates for their needs and learning goals.			
IMPLEMENTATION: Teacher Candidate readily accepts feedback and responds accordingly. Candidate attempts to implement suggestions and actively works to improve practices.			
TIMELINESS: Teacher Candidate is timely in attendance and communication per Collaborating Teacher/ District Support Provider's expectations.			

PROFESSIONALISM: Teacher Candidate is professional in demeanor in the workplace, including their attire and attitude in the classroom. Candidate demonstrates appropriate interactions with fellow staff and students.			
TOTAL FOR OBSERVATION AND FOLLOW-UP DISCUSSION	_____ / 10		

COLLABORATING TEACHER/DISTRICT SUPPORT PROVIDER COMMENTS: _____

GRADE FOR REMOTE SITE VISIT ASSESSMENT – ONLINE INSTRUCTION		ASSESSMENT SCORING	
POINTS EARNED	_____ / 100	PASS	100 POINTS – 80 POINTS
GRADE RECEIVED	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL	FAIL	79 POINTS – 0 POINTS

Collaborating Teacher/District Support Provider
Signature: _____ Date: _____

Candidate Signature: _____ **Date:** _____

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Mild Moderate Quarterly Summative Assessment Form



Alliant International University
California School
of Education

Teacher Candidate Name: _____

Program Pathway: ECO Intern Standard Intern Student Teaching

Program Track: ES MS SS

Support Provider Name: _____

Support Provider Current Credential: _____

Support Role: Master Teacher District Support Provider Course Instructor/University Mentor

School District: _____ School Site: _____

Current Clinical Practice Course: _____ Term: _____

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle (both formal, virtual observation and follow-up discussion) for each of the Teaching Performance Expectations (Mild Moderate TPEs).

- **LEVEL 2 – EFFECTIVE:** Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.
- **LEVEL 1 – DEVELOPING:** Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.
- **LEVEL 0 – DOES NOT MEET:** Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

MMTPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 1.1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate,			

that lead to effective inclusion of students with disabilities in the general education core curriculum.			
MM 1.2 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. [1.6]			
MM 1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. [1.6]			
MM 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). [1.4]			
MM 1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. [1.3]			
MM1.6 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. [1.3]			
MM 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. [1.1]			
TOTAL FOR MMTPE 1	_____ / 14		

MILD/MODERATE TPE 1 COMMENTS: _____

MMTPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.			

<p>MM 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.</p>			
<p>MM 2.3 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 but have difficulty accessing their education due to physical limitations.</p>			
<p>MM 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p>			
<p>MM 2.5 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.</p>			
<p>MM 2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and 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.</p>			
<p>MM 2.7 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.</p>			
<p>MM 2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p>			
<p>MM 2.9 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.</p>			
<p>MM 2.10 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.</p>			

MM 2.11 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.			
TOTAL FOR MMTPE 2	_____ / 22		

MILD/MODERATE TPE 2 COMMENTS: _____

MMTPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING – CONTENT SPECIFIC PEDAGOGY			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 3.1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).			
MM 3.2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.			
MM 3.3. Demonstrate comprehensive 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.			
TOTAL FOR MMTPE 3	_____ / 6		

MILD/MODERATE TPE 3 COMMENTS: _____

MMTPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 4.1. 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.			

MM 4.2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, 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. [4.3]			
MM 4.3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.			
MM 4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.			
MM 4.5 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.			
MM 4.6. 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 planning for successful student transitions.			
MM 4.7. 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 core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.			
MM 4.8. 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.			
TOTAL FOR MMTPE 4	_____ / 16		

MILD/MODERATE TPE 4 COMMENTS: _____

MMTPE 5: ASSESSING STUDENT LEARNING			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, 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.			
MM 5.2 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.			
MM 5.3 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.			
MM 5.4 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.			
MM 5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.			
MM 5.6 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.			
TOTAL FOR MMTPE 5	_____ / 12		

MILD/MODERATE TPE 5 COMMENTS: _____

MMTPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR			
	EFFECTIVE (2)	DEVELOPING (1)	DOES NOT MEET (0)
MM 6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.			

MM 6.2 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.			
MM 6.3 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.			
MM 6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.			
MM 6.5 Demonstrates 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.			
MM 6.6 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.			
MM 6.7 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.			
TOTAL FOR MMTPE 6	_____ / 14		

MILD/MODERATE TPE 6 COMMENTS: _____

CANDIDATE PROFESSIONAL DISPOSITION AND DEMEANOR			
	EFFECTIVE (4)	DEVELOPING (2)	DOES NOT MEET (0)
COMMUNICATION Teacher Candidate communicates effectively with collaborating teacher/district support provider and fellow staff, responds to communication both verbal and written, and is informed of requirements and expectations of Alliant course and classroom in which they are observing as candidate. Teacher Candidate readily accepts feedback and responds accordingly. Candidate attempts to implement suggestions and actively works to improve practices.			
PREPARATION: Teacher candidate is prepared and informed in the classroom. Candidate advocates for their needs and learning goals.			

TIMELINESS: Teacher Candidate is timely in attendance and communication per Collaborating Teacher/ District Support Provider's expectations.			
PROFESSIONALISM: Teacher Candidate is professional in demeanor in the workplace, including their attire and attitude in the classroom. Candidate demonstrates appropriate interactions with fellow staff and students.			
TOTAL FOR OBSERVATION AND FOLLOW-UP DISCUSSION	_____ / 16		

COLLABORATING TEACHER/DISTRICT SUPPORT PROVIDER COMMENTS: _____

MILD/MODERATE QUARTERLY SUMMATIVE ASSESSMENT FINAL SCORE		ASSESSMENT SCORING	
POINTS EARNED	_____ / 100	PASS	100 POINTS – 80 POINTS
GRADE RECEIVED	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL	FAIL	79 POINTS – 0 POINTS

Collaborating Teacher/District Support Provider
Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

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GUIDING PRINCIPLES DISPOSITIONS CHECKLIST

THIS ASSESSMENT TOOL MEASURES PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS OF INDIVIDUAL TEACHER CANDIDATES AND WILL BE INCLUDED IN ALL CSOE COURSES.

Teacher Candidate Name: _____ Program Pathway:

ECO Intern Standard Intern Student Teaching

Program Track: ES MS SS

Current CSOE Course: _____ Date: _____ Term: _____

University Mentor Name: _____

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.

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize *LEAD*:

- **Leadership – Innovation with Accountability:** As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities
- **Engagement – Active Learning:** We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities
- **Application – Theory to Practice:** We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed
- **Dedication – Inclusive Excellence:** Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory.

INSTRUCTIONS

Throughout the educational experience with Alliant International University, the teacher candidate should demonstrate growth in each of the CSOE Guiding Principles. Please review the following measurable dispositions and rate the teacher candidate on each aspect of the CSOE Guiding Principles based on the following scale by checking the appropriate number for each disposition area.

MEASURABLE DISPOSITIONS

CSOE GUIDING PRINCIPLE	DISPOSITION
LEADERSHIP	Demonstrates social responsibility
	Exhibits ethical action
	Displays commitment to be an agent of change
	Expresses commitment to improve the lives of the community
	Prepares for change and welcomes new ideas
	Shows the ability to demonstrate innovation with accountability
ENGAGEMENT	Expresses value of authentic engagement with communities and peers
	Exemplifies value of collaboration with communities and peers
	Demonstrations dedication to advancing communities
	Approaches diversity with a positive attitude
	Interacts with faculty, peers, and the community using receptive, professional communication
	Shows the ability to exemplify active learning
APPLICATION	Shows understanding of what it means to be a reflective practitioner
	Incorporates theory into best teaching practices
	Utilizes knowledge that pedagogical preparation has honed
	Applies skills and dispositions from theory courses to the field
	Uses habits of inquiry while engaged in real-world practices
	Integrates the use of technology into clinical practice experiences
	Shows the ability to exemplify theory to practice
DEDICATION	Develops courses and assignments that are engaging for all learners
	Designs engaging experiences that promote understanding of theories, concepts, and principles
	Establishes methodologies and approaches that are readily utilized for practice in the field
	Provides services to students while simultaneously making instructional decisions
	Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory
	Shows ability to establish inclusive intelligence

MEASURABLE DISPOSITIONS SCALE

LEVEL	DESCRIPTION
4	Exemplary: Teacher Candidate excels in all categories within this section.
3	Acceptable: Teacher Candidate meets all expectations within this section.
2	Adjustments Needed: Required Remediation Conference with University Mentor
1	Unacceptable: Further action may be taken, including the requirement of a <i>Teacher Candidate Performance Plan (TCPP)</i>

<u>LEADERSHIP</u> <u>INNOVATION WITH ACCOUNTABILITY</u>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>LEADERSHIP</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?					
Demonstrates social responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits ethical action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays commitment to be an agent of change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses commitment to improve the lives of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for change and welcomes new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows the ability to demonstrate innovation with accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DISPOSITIONS TOTAL: <u>LEADERSHIP</u>	0	0	0	0	

<u>ENGAGEMENT</u> <u>ACTIVE LEARNING</u>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>ENGAGEMENT</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?					
Expresses value of authentic engagement with communities and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplifies value of collaboration with communities and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrations dedication to advancing communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches diversity with a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with faculty, peers, and the community using receptive, professional communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows the ability to exemplify active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DISPOSITIONS TOTAL: <u>ENGAGEMENT</u>	0	0	0	0	

<u>APPLICATION</u> <u>THEORY TO PRACTICE</u>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>APPLICATION</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?					
Shows understanding of what it means to be a reflective practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates theory into best teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes knowledge that pedagogical preparation has honed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies skills and dispositions from theory courses to the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses habits of inquiry while engaged in real-world practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrates the use of technology into clinical practice experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows the ability to exemplify theory to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DISPOSITIONS TOTAL: <u>APPLICATION</u>	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>DEDICATION</u> <u>INCLUSIVE EXCELLENCE</u>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>DEDICATION</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?					
Develops courses and assignments that are engaging for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designs engaging experiences that promote understanding of theories, concepts, and principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes methodologies and approaches that are readily utilized for practice in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides services to students while simultaneously making instructional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows ability to establish inclusive intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DISPOSITIONS TOTAL: <u>DEDICATION</u>	0	0	0	0	

SCORE SHEET

CSOE GUIDING PRINCIPLE	DISPOSITION	SCORE	TCPP REQUIRED
LEADERSHIP	Demonstrates social responsibility	0	
	Exhibits ethical action	0	
	Displays commitment to be an agent of change	0	
	Expresses commitment to improve the lives of the community	0	
	Prepares for change and welcomes new ideas	0	
	Shows the ability to demonstrate innovation with accountability	0	
ENGAGEMENT	Expresses value of authentic engagement with communities and peers	0	
	Exemplifies value of collaboration with communities and peers	0	
	Demonstrations dedication to advancing communities	0	
	Approaches diversity with a positive attitude	0	
	Interacts with faculty, peers, and the community using receptive, professional communication	0	
	Shows the ability to exemplify active learning	0	
APPLICATION	Shows understanding of what it means to be a reflective practitioner	0	
	Incorporates theory into best teaching practices	0	
	Utilizes knowledge that pedagogical preparation has honed	0	
	Applies skills and dispositions from theory courses to the field	0	
	Uses habits of inquiry while engaged in real-world practices	0	
	Integrates the use of technology into clinical practice experiences	0	
	Shows the ability to exemplify theory to practice	0	
DEDICATION	Develops courses and assignments that are engaging for all learners	0	
	Designs engaging experiences that promote understanding of theories, concepts, and principles	0	
	Establishes methodologies and approaches that are readily utilized for practice in the field	0	
	Provides services to students while simultaneously making instructional decisions	0	
	Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory	0	
	Shows ability to establish inclusive intelligence	0	
CSOE GUIDING PRINCIPLES DISPOSITIONS CHECKLIST TOTAL:		0	

SCORING GUIDELINES	
100	Maximum Score Possible
72 and below	Remediation Conference with University Mentor Required
70 and below	<i>Teacher Candidate Performance Plan</i> Required
1 or more areas receives a rating of 1	<i>Teacher Candidate Performance Plan</i> Required
2 or more areas receives a rating of 2	<i>Teacher Candidate Performance Plan</i> Required

The ***Teacher Candidate Performance Plan*** is in place should a candidate require immediate remediation. This tool allows faculty and staff to clearly identify areas of growth needed by the

TeacherCandidate. The tool includes steps for remediation as well as a follow-up assessment to determine if proper progress has occurred. Upon the conclusion of this plan, a recommendation will be made to theDean of Education for one of the following courses of action: Continuation in Program, Additional Teacher Performance Plan, or Dismissal from Alliant Teacher Education Program.