



Alliant International University
**California School
of Education**

Teacher Preparation Programs

**A Handbook for Clinical Practice
Intern and Clear Educators, University Mentors, and
District Support Providers**

www.Alliant.edu

CALIFORNIA SCHOOL OF EDUCATION GUIDEBOOK

Teacher Education Programs

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About Alliant International University

Alliant International University was founded in 2001 as the result of the combination of two universities: California School of Professional Psychology and United States International University. The decision to combine these two institutions was made based on the compatibility reflected in their respective missions and values. Alliant International University has campuses in Los Angeles (Alhambra), Fresno, Sacramento, San Francisco, San Diego (Scripps Ranch) and Mexico City. The Committee on Accreditation of the California Commission on Teacher Credentialing approved the transfer of accreditation of all USIU credential programs to Alliant International University on June 20, 2001, and WASC granted accreditation for the system on July 8, 2002.

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

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

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

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

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

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

Unit Guiding Principles

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. LEAD stands for Leadership (L), Engagement (E), Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative

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engagement in advancing our communities (E). 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 (A). 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 (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

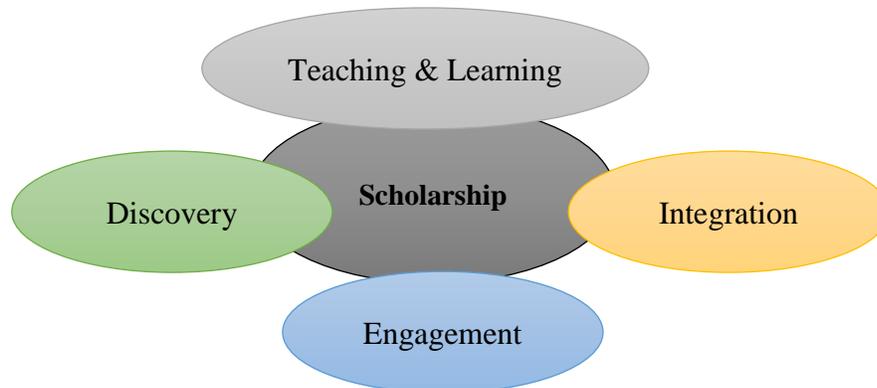
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

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

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

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Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

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

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

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

Student Teaching Program

The Student Teaching program offers coursework first, and culminates in four terms of the Seminar and Workshop Series, including classroom placement with a master K-12 teacher first as an observer and then as a Student Teacher. The Student Teacher candidate takes classes, observes many K-12 classrooms, explores concepts of theory and practice, investigates current research, and develops a readiness for entering the classroom. This is a traditional model of teacher preparation and is designed for the candidate who needs or wants more time before being responsible for a class on his or her own.

Standard Intern Program

The Standard Intern program allows candidates to begin teaching as the teacher of record in a classroom while taking coursework toward a Preliminary credential. This program track offers the most support for those who require more depth to build background knowledge. The program provides a balance of theory and practice with teacher preparation coursework, offered online, along with field experience and the Seminar and Workshop Series. Standard Interns may begin their first term taking online coursework, or they may begin their first term in the field as the teacher of record under an Intern credential.

Early Completion Option (ECO) Intern Program

The Early Completion Option (ECO) program is designed for candidates who have had experience in the classroom. ECO candidates must be prepared to begin teaching immediately. This fast-tracked model integrates theory and practice and enables candidates to use the Seminar and Workshop Series experience to learn about the real needs of students, curriculum, and the school system. The ECO program is available for Multiple Subject or Single Subject candidates who are employed as the teacher of record in a CA public school.

Special Education Program

The Special Education credential programs address the needs and professional development of the California special education teacher working with mild to moderately disabled students between ages 2 and 22. The Preliminary Education Specialist program trains beginning special education teachers through an Intern program. The Clear credential program for the special education teacher builds upon existing skills and training. Finally, the program offers the Autism Spectrum Disorder (ASD) authorization for deeper consideration for candidates already credentialed as special education teachers.

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A series of Special Education-focused seminars and workshops, developed and delivered by HSOE practitioners, are offered to local educators at partner organizations throughout the year. These targeted seminars are offered through the University as continuing education credits. Details of the Preliminary and Clear Education Specialist credential programs are found in the *Teacher Preparation Program Guidebook for Education Specialists*.

Master of Arts in Education Program

Alliant offers both a stand-alone MAE degree program and the opportunity for students in Alliant's credential program to apply some of their credential program units toward a MAE degree. The course of study in the MAE program is specifically designed for classroom teachers who wish to advance their teaching skills and abilities. It is taught by instructors who are closely tied to the field, highly qualified, and who share a passionate interest in teaching and learning. Because all coursework is offered online, students can complete assignments when it's most convenient for them—at any hour, day or night. Yet they are still part of a class, and they participate in practical and thought-provoking discussions with classmates via online message boards. Students receive individual commentary from professors, and are encouraged reach out to the professor individually to support their understanding.

University Mentor and District Support Provider Information

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Please log onto the Field Supervisor Canvas Website for more information
https://canvas.instructure.com/courses/1060134/discussion_topics

What is a University Mentor?

The University Mentor in the Teacher Preparation and Credentialing program, under the general direction of the program coordinator, are the professionals most responsible for helping a cohort of teaching candidates improve their teaching practice and accelerate student learning and achievement as they work toward their California Education Specialist teaching credential.

The Teacher Preparation and Credentialing Program at Alliant International University is a teacher credentialing program focused on developing teacher capacity to increase student learning and achievement. The program offers both preliminary and clear teaching credential. This position works directly with participating teacher candidates.

Alliant International University's mission is to provide students with the highest quality of education through innovation in scholarship, applied training and research, and community service, particularly to underserved populations. The University's goal is to equip students with the competencies they need to improve the quality of human life by addressing major contemporary social issues. Core competencies of the University's training programs include cultural diversity, which is infused in courses and field placements and is manifest in the diversity of its students and faculty.

Duties and Responsibilities

- To observe, evaluate and coach the Candidate for the required number of visits per term
- To observe the Candidate for a minimum of one hour per visit
- To comment on the reflective "E-Journals" and CSOE Lesson Plan progress
- To contact the Candidate at least one day prior to the agreed-upon observation date to discuss academic learning goals for the observed period
- To give the Candidate at least 2-3 days notice for a formal observation
- To follow each observation with a coaching session within 48 hours in which Candidate's areas of strength and growth are discussed, lesson plans are discussed, and strategies are provided for pedagogical growth
- To provide the Candidate with (2) Progress Assessment report based on the Teaching Performance Expectations

POSITION REQUIREMENTS

Education: Teaching credential in the area that you are supervising and/ or a

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Clear Administrative Credential.

Experience:

At least three years of K-12 teaching experience and a track record of results demonstrating high levels of student learning and achievement. Expertise in teaching best practices, a strong sense of personal responsibility for outcomes, and experience working successfully with adult learners is required. Successful candidates will have a demonstrable history of success in teaching reading, working with English learners, and students with special needs. In addition, adjunct faculty must demonstrate exemplary organization skills and be invested in contributing to a more just and equitable school system for all.

Background Check Requirements:

Employment is contingent upon successful completion of a background check.

Other Requirements:

Sensitivity to cultural diversity and ability to communicate and interact effectively with people of all ages and diverse background; Proven ability to work effectively as a team player; highly motivated, focused and results oriented. Ability to exercise discretion and tact in all interpersonal contacts, and to maintain confidentiality at all times. Ability to manage multiple tasks according to required deadlines, and maintain composure under high stress conditions. Ability to be optimistic, positive and supportive in all interactions with others. High level of accuracy and attention to detail.

Anti-Discrimination Policy: Alliant International University prohibits discrimination in employment and in its educational programs and activities, including admission or access thereto, on the basis of race, national origin, color, creed, religion, sex, age, marital status, disability, medical condition, veteran status, sexual orientation, gender identity or associational preference.

Alliant International University is an Equal Opportunity Employer, committed to ensuring a high quality of education through the diversity of the University community and the curriculum. Women, people of color, people with disabilities and people from other underrepresented groups are encouraged to apply, as we actively seek to increase diversity at all levels. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders.

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This policy is governed by Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the regulations implementing these statutes, and applicable federal and California law.

Required Documentation to be submitted to Candidates:

| | Descriptions | Number Required |
|-------------------------------------|---|-----------------|
| E Journals | The purpose of the E-Journal (Electronic Journal) is to establish communication and reflection between the Candidate and the University Field Supervisor on topics of relevance in relation to the Teaching Performance Expectations (TPE), pedagogy coursework and the Professional Development Plan. There are three (3) required E-Journals each term. | 3 per term |
| Progress Assessments | Field Supervisors regularly assess Candidate performance during classroom observations, review of lesson plans and through formal E-Journal communications. They score Candidate proficiency in all domains. Candidates not performing at competency (level “3” or “4”) in Field Supervision on the summative assessments (Quarterly Assessment at the end of the 8-week term) will be referred to the Credential Review Committee (CRC). The CRC will make recommendations for next steps in support of the Candidate. | 2 per term |
| Support Provider Form | The purpose of the support provider form is to ensure the candidates are being supervised by people who currently hold the credential they are seeking. This document is completed by both the University Mentor and the District Support Provider. | 1 per term |
| Site Support Provider Meeting Notes | The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider . This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate’s University Field Supervisor and Seminar Instructor to assure the Intern Candidate’s success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners. | 1 per term |

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|----------------------|---|------------|
| Quarterly Assessment | The Quarterly Assessment is a summative scoring rubric based on the California Teaching Performance Expectations (TPEs) with the California Teaching Performance Assessments (TPAs) embedded within the required task items. The University Field Supervisor completes one (1) Quarterly Assessment per term. The final Quarterly Assessment is a Summative Assessment in which the Candidate must achieve a proficient score of “3” or “4” in all domains of the Teaching Performance Expectations (TPEs). | 1 per term |
|----------------------|---|------------|

What is a District Support Provider?

The Memorandum of Understanding (MOU) between Alliant International University and districts that place our Intern Candidates at their schools states, “Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor, and an in-district mentor as directed by California Commission on Teacher Credentialing Standards.”

It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate’s University Mentor to assure the Intern Candidate’s success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.

POSITION REQUIREMENTS

Education: Teaching credential in the area that you are supervising

Experience: At least three years of K-12 classroom teaching experience

Required Documentation to be submitted to Candidates:

| | Descriptions | Number Required |
|--|--------------|-----------------|
|--|--------------|-----------------|

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| | | |
|-------------------------------------|--|------------|
| Progress Assessments | Field Supervisors regularly assess Candidate performance during classroom observations, review of lesson plans and through formal E-Journal communications. They score Candidate proficiency in all domains. Candidates not performing at competency (level “3” or “4”) in Field Supervision on the summative assessments (Quarterly Assessment at the end of the 8 week term) will be referred to the Credential Review Committee (CRC). The CRC will make recommendations for next steps in support of the Candidate. | 1 per term |
| Support Provider Form | The purpose of the support provider form is to ensure the candidates are being supervised by people who currently hold the credential they are seeking. This document is completed by both the University Mentor and the District Support Provider. | 1 per term |
| Site Support Provider Meeting Notes | The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider . This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate’s University Field Supervisor and Seminar Instructor to assure the Intern Candidate’s success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners. | 1 per term |
| Program Evaluation Form | A program evaluation form is provided to the District Support Providers to provide feedback for program improvement. | 1 per term |

Assessments Completed by Support Providers

Field Supervision Assessment Elements:

Field Supervisor Assessments

Support Providers (University Mentor and District Support Providers) regularly assess Candidate performance during classroom observations, review of lesson plans (CSOE template) and through formal E-Journal communications. They score Candidate proficiency in all domains. Formative assessments (Progress Assessments) and classroom observations are provided and discussed by the University Mentor with the Candidate and are shared with District Support Provider regularly. Candidates not performing at competency (level “3” or “4”) in Clinical Practice on the summative assessments (Quarterly Assessments) will be referred to the Credential Review Committee (CRC). The CRC will make recommendations for next steps in support of the Candidate.

E-Journals

The purpose of the E-Journal (Electronic Journal) is to establish communication and reflection between the Candidate and the University Mentor on topics of relevance in relation to the Teaching Performance Expectations (TPE), seminar coursework, or in Advanced Mentoring, the Professional Development Plan. There are Three (3) required E-Journals each term.

Progress Assessments

The Progress Assessment is a formative record of the Candidate's progress, based on the lesson being observed. The University Mentor and the District Mentor provides a rubric score assessment of the Candidate's demonstration of competency in each of the Teaching Performance Expectations (TPEs).

Quarterly Assessments

The Quarterly Assessment is a summative scoring rubric based on the California Teaching Performance Expectations (TPEs) with the California Teaching Performance Assessments (TPAs) embedded within the required task items. The University Mentor completes two (1) Quarterly Assessments per term. The final Quarterly Assessment of the fourth term is a Summative Assessment in which the Candidate must achieve a proficient score of "3" or "4" in all domains of the Teaching Performance Expectations (TPEs).

Teaching Performance Assessments

Teaching Performance Assessments (or equivalent assessments) are required of every teacher seeking a preliminary teaching credential in the State of California by the Commission on Teacher Credentialing. Passing scores (of 3 or 4) on all Teaching Performance Assessments (TPAs) are required. Note the following:

(Check the TPA Calendar for all due dates for the following TPAs)

- TPA 1/SSP (Subject Specific Pedagogy)
- TPA 2/DI (Designing Instruction)
- TPA 3/AL (Assessing Learning)
- TPA 4/CTE (Culminating Teaching Experience)
These will be submitted to Alliant online at <http://elearning.alliant.edu>.
- Candidates can check their scores online by logging onto the portal.
- If you receive a score of less than "3," you are "in remediation" and you will be working with the TPA Coordinator to re-submit your assessment in a timely manner in order to perform at a "3" or "4" (competency level).

Suggested Protocol for Observations

Suggested Protocol for Observations to Promote Intern Growth and Change

The following suggestions are adapted from New Teacher Center—California Network of School Leadership Coaches:

Before the Observation:

- Clarify lesson goals—how are you building on previous lessons and how do your goals meet students' needs?
- Ask what you want students to learn and how will you determine whether you have been successful?

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- What sort of strategies will you use, and how will these promote learning? What will you do to address your students who have special needs?

After the Observation:

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

In summary, ask the intern to summarize impressions of the lesson; recall evidence to support these impressions; analyze the observation evidence together; discuss evidence and decide next steps; reflect on the process and decide next steps for the University Field Supervisor.

Note: An effective method of giving feedback is to validate the Intern's reflective comment and add to it in such a way that you will promote future growth.

Example: Intern: "I thought I should have involved more students at the beginning."

Mentor: "Wow...you are really becoming a reflective practitioner! I see you thinking of ways to change what you're doing to fully engage your students and make sure they are all with you.

How were you thinking you could involve more students? Great work!"

You are really emphasizing the importance of reflection in developing as a professional educator. Check out the Toolkit—**Coaching Tips** for some excellent sentence stems that promote reflection!

TPE Evidence in the Classroom

TPE 1: Engaging and Supporting All Students in Learning

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

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

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

TPE 5: Assessing Student Learning

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

TPE 6: Developing as a Professional Educator

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

What is Adult Learning Theory?

Cognitive Coaching is a process during which teachers explore the thinking behind their practices. Each person seems to maintain a cognitive map, only partially conscious. In Cognitive Coaching, questions asked by the coach reveal to the teacher areas of that map that may not be complete or consciously developed. When teachers talk out loud about their thinking, their decisions become clearer to them, and their awareness increases.

Cognitive Coaching uses a three-phase cycle similar to teacher evaluation through clinical supervision: preconference, observation, and post-conference. The primary difference between Cognitive Coaching and evaluation is that Cognitive Coaching uses these cycles for the sole

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purpose of helping the teacher improve instructional effectiveness by becoming more reflective about teaching. While the preconference requires a teacher to articulate the day's goals and the post-conference calls for assessment, the teacher, not the coach, evaluates the lesson's success.

Candidate Information

Student Services and Resources

Admissions

Candidates in the Teacher Education program have met admissions requirements for the University and the particular program they intend to pursue at Alliant. To be fully admitted to the program, applicants must satisfactorily submit all items shown in the chart on this page.

Please note: Some admissions requirements may be waived for those candidates who are affiliated with a partnering organization. This is at the discretion of the Program Director and must be approved.

| Credential Program | Student Teaching | Standard Intern | ECO Intern | Prelim. Ed. Specialist Intern | Clear Ed. Specialist |
|---|------------------|-----------------|------------|-------------------------------|----------------------|
| University Admission Requirements | | | | | |
| Forms A & B | X | X | X | X | X |
| Resume | | | | X | X |
| Essay | X | X | X | X | X |
| Application Fee | X | X | X | X | X |
| 2 letters of recommendation | X | X | X | X | X |
| CBEST passing score | X | X | X | X | |
| Official transcripts | X | X | X | X | X |
| Faculty interview | X | X | X | X | X |
| Field Placement (Intern or Student Teaching) Requirements | | | | | |
| CSET passing scores* | X | X | X | X | |
| CBEST passing score** | X | X | X | X | |
| CTC application | X | X | X | X | |
| Job Offer from school | | X | X | X | |
| Certificate of Clearance | X | X | X | X | |
| US Constitution competency | | X | X | X | |
| Official transcript** | X | X | X | X | |
| 120 hours Pre-service | | X | | X | |
| Passing APK and TPA 1 scores* | | | X | | |
| * CSET APK and TPA 1 subjects must align with the subject area in which the candidate is teaching. TPA1 must be passed on first attempt to begin ECO program. | | | | | |
| ** CBEST scores and official transcripts will be verified in the candidate's admissions file. | | | | | |

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Credentialing

Every CSOE Teacher credential program involves working with the California Commission on Teacher Credentialing (CTC). The information below provides an overview of the CTC and how to successfully meet the requirements to receive a credential.

Levels of Credentialing

California utilizes a tiered system of credentialing: Intern, Preliminary or Clear. Each level calls upon the candidate to assume progressively more ownership over their professional development, moving from preparation with a university to induction through their district to personal stewardship of their classroom effectiveness. Candidates trained in California are currently issued *SB2042* teaching credentials. The term *SB2042* credential refers to the current education standards that embed cross-cultural training, instruction of English language learners, technology competency, health education, and NCLB (No Child Left Behind) subject competency within the credential, as opposed to requiring separate certification in each area.

Intern Credentials

Intern credentials allow individuals to complete teacher preparation coursework concurrent with their first year or two in a paid teaching position. The first tier of the credentialing system, Intern credentials represent teachers new to the profession who are in the “preparation” stages of their professional development. Intern credentials are “restricted credentials,” which means they require the collaborative support of an employer and a program sponsor to qualify for issuance and they are “restricted” to the employing agency listed on the credential. To maintain an Intern credential, candidates must remain enrolled in their teacher preparation program with a program-assigned field supervisor and employed as a teacher of record.

Preliminary Credentials

All candidates who complete teacher preparation through a Commission-approved program in California must be formally recommended for the credential by the college or university where the program was completed. Programs vary slightly from college to college, but all programs will include specific requirements established by the Commission. Recommendation for a Preliminary credential is granted once a candidate provides evidence of satisfactory program completion. Specific requirements for providing this evidence are in the Credential Program Completion section of this guidebook. Preliminary credentials are issued for a maximum of five years, during which time the candidate is expected to complete all of the requirements for full certification.

[California Commission on Teacher Credentialing \(CTC\)](#)

The California Commission on Teacher Credentialing (CTC) is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The agency oversees the credentialing and educational practices in California K-12 schools. They monitor and accredit universities and programs that train educators and they enforce educational regulations as needed in local school districts. The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work reflects both statutory mandates that govern the Commission and research on professional practices.

[Credential Analysts](#)

Credential Analysts are the liaison between the Commission, the employing school districts, the candidate and the University to ensure compliance with state credentialing standards and the qualifications of applicants prior to credential issuance. Credential Analysts help candidates navigate the credentialing system, process all credential applications and “recommend” candidates for credentials to be officially granted and issued by the Commission.

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Clear Credentials

Clear credentials represent full certification instructional competency in the specified area. They are valid for terms of up to 5 years and are renewable for life. Application materials for Education Specialist Clear Instruction credentials are processed through the Credential Analyst upon program completion. Specific requirements for providing this evidence are in the Credential Program Completion section of this guidebook.

Credential Categories and Authorizations

Credentials are specific to the subject area and populations of intended instruction as well as certification level. While many credential categories are available from the CTC, the teacher education programs at Alliant prepare general education teachers for placement in K-12 classrooms with Multiple Subject and Single Subject Intern and Preliminary Teaching Credentials. Alliant also offers programs that support Education Specialists with Intern, Preliminary and Clear Instruction Credentials for Mild/Moderate disabilities

Multiple Subject Teaching Credentials

The Multiple Subject Teaching Credential is the credential most commonly used in elementary schools. This credential authorizes instruction in any self-contained classroom for grades K-12, preschool, and classes organized primarily for adults. Multiple Subject credentials are also appropriate for teachers instructing two or more subject areas to the same group of students in a core or team teaching setting in middle schools and alternative high schools.

Single Subject Teaching Credentials

The Single Subject Teaching Credential is the credential most commonly used in middle schools and high schools. This credential authorizes instruction in the subject(s) listed on the credential in departmentalized classes at any grade level, including preschool, grades K-12, and classes organized primarily for adults.

Education Specialist Instruction Credential (Mild/Moderate Disabilities)

Credential holders who serve children with disabilities must possess a credential that authorizes teaching the disability of the pupils within the special education class. Alliant prepares Special Education Teachers for Preliminary and Clear credentialing with an authorization for Mild/Moderate Disabilities. This authorization allows the credential holder to teach students with specific learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders and serious emotional disturbance in grades K-12 and in classes primarily for adults through age 22.

Bilingual Authorizations (formerly BCLAD)

A Bilingual Authorization is added to a credential once an educator verifies bilingual competence. It allows the educator to instruct the specific subject area listed on the primary credential in a language other than English. Competence is verified by the passage of the CSET: LOTE (Language Other Than English) series subtests III, IV and V in the specified language. Bilingual Authorizations can be added to teaching credentials at the Intern, Preliminary or Clear levels.

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Supplementary and Subject Matter Authorizations

Supplementary and Subject Matter Authorizations are added to existing Preliminary and Clear credentials based on academic coursework completed at the college level and above. These authorizations allow the credential holder to instruct the specific subject matter of the authorization. While similar to the single subject credential subjects, Supplementary and Subject Matter Authorizations are restricted to curriculum designed for grades 9 and below for broad subject areas and K-12 for specific subjects.

Credential Application Process Overview

Credential applications are separate from University admissions and degree applications. Credential requirements are governed by the CTC and subject to change with state mandates. All credential application materials are submitted to the Credential Analyst for review and formal processing with the CTC.

Once all materials are received and verified, the Credential Analyst submits a formal recommendation to the CTC for the credential through the Commission's online system. The applicant will receive notification via email when the recommendation is filed by the University. The email contains a direct link to the pending application and directions to submit the required application processing fee through the Commission's online payment system.

It is the responsibility of the applicant to access the recommendation and submit the appropriate application processing fee. The CTC will not review the application materials or grant the credential until payment is confirmed and the applicant is provided a payment confirmation number. Credentials are generally issued 1-3 weeks following receipt of payment, depending on the time of year.

Candidates will receive a formal *Notification of Credential Issuance* via email from the CTC when a credential is granted. Following receipt of the CTC notification, candidates can confirm the posting of their credential through the Commission website by selecting the "Online Services for Educators" button from the home page at www.ctc.ca.gov and then selecting the "Educator Page" button and logging in using your Social Security Number and Date of Birth. Candidates are encouraged to retain a printed copy of their credential in personal professional files and provide a copy to their employing district personnel offices to ensure accuracy of employment files.

Credential and Field Placement Application Requirements

Program tracks and credential types have slightly different documentation requirements, detailed in the Credential Application Checklist on the following page. All items noted must be submitted, in full, to Alliant's Credentials Analyst for a Candidate to be recommended to the CTC.

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Credential Application Checklist

| Credential Type → | Intern (MS/SS/SP ED) | Student Teaching (MS/SS/SPED) | Preliminary (MS/SS) | Preliminary (SPED) | Clear (SPED) |
|---|----------------------------|-------------------------------------|-------------------------|-----------------------|-----------------|
| Required Document ↓ | | | | | |
| CTC 41-4 Form | X | | X | X | X |
| Undergraduate Transcript (degree posted) | X | X | | | X |
| Unofficial Alliant Transcript with all required coursework / grade posted | | | X | X | X |
| Certificate of Clearance | X | X | X | X | - |
| US Constitution Competency | X | | X | | |
| Passing CBEST Scores | X | X | | | |
| Passing CSET Scores | X | X | | | |
| Passing APK Scores | X (ECO) | | | | |
| Passing TPA1 Score | X (ECO) | | | | |
| Verification of 120 hours of Pre- Service | X | | | | |
| Official Offer of Employment letter | X | | | | |
| Signed Statement of Release Form | X | | | | |
| Technology Competency (Coursework or Exam) | | | X | X | |
| Zero Tuition Balance | | | X | X | X |
| Proof of valid Preliminary / Level I Education Specialist (M/M) Credential with Autism Authorization | | | | | X |
| Passing RICA Scores | | | X (Multiple Subject) | X | |
| TPA –all 4 – passing scores | | | X | | |
| CPR certification | | | X | X | - |
| Completed Individualized Induction Plan | | | | X | X |
| Exit Packet fully signed and completed | | | X | X | X |

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Registration and Courses

Candidates must register for courses via the process outlined below each term they wish to take course(s). All courses must meet a minimum enrollment of seven to be held. Courses without the minimum enrollment by the term's Add/Drop deadline will be canceled.

Online Course Schedule

Prior to the start of each term, the term's course offerings are listed online at

<https://ais.alliant.edu/cgi-bin/public/crsschd.cgi>

New Student Registration (for the first term of enrollment)

All students enrolling in their first term at Alliant must be in touch with the Academic Affairs office.

Continuing Students' Registration

After the first term of enrollment, candidates enroll directly online after assuring their tuition balance obligations are met and all required admissions materials are received. To register for coursework online:

- Log in to the myAlliant portal

Advisement Questions

Enrollment and registration advising is always available through the campus Academic Affairs office or the campus Program Coordinators.

Academic Performance and Credit

Grades/GPA

To be recommended for a credential or degree, all candidates must possess a cumulative grade point average of at least 3.0. GPA is calculated at the conclusion of each term. All course grades must be a “C-” or better. Any candidate who receives a grade of “D” or lower for any course during any term or whose GPA falls below 3.0 is automatically referred to the program’s Student Evaluation and Review Committee (SERC) for evaluation.

Student Evaluation Review Committee (SERC) or Curriculum Review Committee (CRC) for Teacher Credential Candidates

The Student Evaluation Review Committee (SERC) and the Curriculum Review Committee (CRC) are program-based committees aligned with the relevant accreditation and/or administration of the program. The goal of the SERC/CRC process is to uphold academic and professional standards, program standards, and university policies and procedures regarding student evaluation. The Committee guides students toward successful completion of their program and assists with remediation of difficulties brought to the attention of the Committee. Successful program completion requires all students to meet academic standards and standards of professional competence, conduct, ethics, and demeanor required by their program of study.

The SERC/CRC becomes involved when concerns are raised about a candidate. The SERC/CRC is responsible for review of and recommendations or referrals concerning problematic issues arising from/under student’s academic performance and progress, student’s professional sustainability/judgment, student’s ethical behavior and academic code of conduct.

Difficulties in personal adjustment or appropriate behavior manifested outside of courses or field placement or internship are potentially relevant to a student’s professional development and are also of interest to the Committee, though formal review of such cases may rest with the Non-Academic Code of Conduct Committee.

The SERC/CRC reviews each situation brought before them, often meeting with candidates, and makes recommendations to the Program Director or other appropriate authority. After meeting with a student, the SERC/CRC’s recommendations about appropriate action can include:

- No action required
- Remediation plan
- Warning
- Probation
- Mandatory Leave of Absence
- Suspension
- Termination

Questions regarding the Student Evaluation Review Committee can be referred to the CSOE SERC/CRC Chair.

University Policies and Procedures

All University policies can be found in the University catalog and graduate student handbook. The catalog is available for viewing online at <http://catalog.alliant.edu/> and the graduate handbook is available on the myAlliant Student and Faculty Portal.

Financial Matters: Tuition & Financial Aid

Tuition

Tuition is due on or before the first day of the Alliant full term. For classes added during the published add/drop period, payment is due prior to registration.

Students who have not paid by the deadline, who do not have an approved deferred payment plan on file, or have not completed the Financial Aid process by the first day of the term may be administratively withdrawn from the term's coursework. If you are having difficulty, contact your Student Affairs Representative.

For the 2016-2017 academic year, the cost per unit is \$650. In addition to per unit fees, tuition will include assessment and materials fees. For tuition and billings questions, contact the Student Affairs representative on the appropriate campus.

| Tuition: | |
|----------------------------------|------------|
| Credential Courses (6000 level): | \$650/unit |
| Master's courses (7000 level): | \$650/unit |

Checking Online Statements

Students' real-time account activity can be accessed online via the Student Information Services portal. Please note that the University does not mail billings statements to student's home addresses. Students may check their current bill online at any time.

- Log in to the myAlliant Portal;
- Click on

If a student owes a balance to the University, a monthly eBill will be posted on the student CASHNet page, with email notification of each new eBill to the student's Alliant email address.

Payments

The University accepts payment by mail, in person, bank wire and online via electronic check for tuition, transcripts, and other fees. Credit cards are not accepted.

To make an online payment:

- Log in to the Student Information System;
- Click on "Go to CASHNet;"
- Under "Your Account" click on "Click here to make a payment."

To pay by mail or in person by cash, check or money order, contact your local campus Student Affairs office. To pay by bank wire, contact your campus Student Affairs office for transfer instructions. Per University policy, no student may register for a subsequent term, take comprehensive exams, receive final clearance to post for defense of final dissertation, be issued a diploma, certificate or transcript, or be awarded a degree until all outstanding tuition, emergency loans or fees are paid in full.

Payment Plans

The University offers payment plans for students who need the course of the term to pay their

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tuition in full. Payment plans are available to all students. Students who sign up for payment plans are charged a one-time fee of \$40 and a 1% monthly finance charge.

- Log in to the myAlliant Portal;
- Click on “Go to CASHNet;”
- Verify that the options are set to the appropriate term on the first page;
- Under “MPP—My Payment Plan” click on “Click here to enroll in the Tuition Payment Plan.”

1098-T forms

Students' 1098-T forms will be mailed to the home address on file with the University. Additionally, the 1098-T form is available online for viewing, downloading and printing. All 1098-T forms for any year enrolled at Alliant are also available for viewing.

- Log in to the myAlliant Portal;
- Click on “Go to CASHNet;”
- Verify that the options are set to the appropriate term on the first page;
- Under “1098-T” click on “Click here to view your Form 1098-T.”

Help save paper by opting out of paper 1098-T tax forms. This can be done through CASHNet.

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Financial Aid

Most students rely on financial aid to attend graduate school. Fortunately, Alliant offers several types of financial aid programs to assist the diverse needs of our students and their families: scholarships, grants, loans and part-time employment. These funds are provided by federal and state governments, private donors, banks and the University.

Financial Aid Process

After submitting the Free Application for Federal Student Aid (FAFSA) using Alliant's school code 011117, the Financial Aid department will generate an award letter based on the student's eligibility (financial need). The Financial Aid department uses an electronic award letter via the web and students will receive an email letting them know when it is available for viewing.

For more information about Financial Aid, including resources such as the Graduate Information Sheet, Financial Aid Checklist and information about the Teach Grant for education, please visit:

- www.alliant.edu/finaid
- Click on "Graduate Information"

For any financial aid related questions, please contact finaid@alliant.edu or your campus Student Affairs Representative, or call 858-635-4700.

Scholarships, Grants and Loan Forgiveness

The Federal Government and State of California have several programs in place to incent teachers to remain in the profession. They are listed below.

Federal Stafford Loan Cancellation

Students who received Stafford Loan on or after October 1, 1998, and teach full-time for five consecutive years in a low-income school may be eligible to have a portion of the loan (up to \$17,500) cancelled. This option applies to FFEL Stafford Loans, Direct Subsidized and Unsubsidized Loans, and in some cases, Consolidation Loans.

For more information, please visit:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/discharges.jsp?tab=repaying>

Perkins Loan Forgiveness or Cancellation

Up to 100% of a student's Federal Perkins Loan may be cancelled if s/he teaches full-time in a public or non-profit elementary or secondary school system. The teacher must work in a school that serves students from low-income families; serve as special education teacher; or teach mathematics, science, foreign languages and bilingual education. Other subjects may qualify based on an individual state's educational shortage area.

For more information, please visit:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying>

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TEACH Grants

TEACH Grants provide grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

For more information, please visit:

<http://studentaid.ed.gov/PORTALSWebApp/Students/english/TEACH.jsp>

eRefund

Students can receive a financial aid refund directly into your checking account with CASHNet eRefund. To enroll:

- Log in to the Student Information System;
- Click on “Go to CASHNet;”
- Confirm that you are viewing information for the appropriate term on the first page;
- Under “eRefund” click on “eRefund Account Information.”

Please note:

- The student's bank account will be verified prior to refund processing so please allow at least 14 days from enrollment before the first expected refund.
- Students not enrolled in eRefund will receive paper checks mailed to the address on file with the University.

Other Student Services and Policies

The Registrar’s office is the point of contact for many activities in addition to course enrollment, described below. For Registrar-related questions, please contact the Registrar.

Transcripts

Students may view their unofficial transcripts at any time through the myAlliant Portal. To request an official copy of your university transcripts, please go to <http://www.alliant.edu/academics/registrar-public/request-transcript.php> to download the transcript request form.

University Email Address

All enrolled students are assigned an Alliant email address and university policy requires that all students check their student email address to ensure that all important announcements are received. After the first

check their university email frequently as all official University correspondence is done through their university email. The myAlliant Portal includes information on how to forward their university email to a personal email address.

For more information on how to access university email, please see University website.

Leave of Absence and Withdrawal

Alliant is committed to working with students who have health, financial, and/or personal difficulties that are generally beyond the control of the student by granting a leave of absence when warranted. However, a leave of absence is not automatically granted and is at the discretion

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of the Program Coordinator.

Students requesting a Leave of Absence must be in good academic and administrative standing or have been granted a waiver of these requirements due to extenuating circumstances.

Leaves of Absence from the University may be a maximum of one year in length.

Students who are absent from the University for two terms or more and who have not received an approved Leave of Absence will be administratively withdrawn from the University and must reapply for admission. If readmitted, candidates must enter a program offered at the time of readmission (i.e., may not enter the program or curriculum in which they were previously enrolled if it is no longer offered or if the curriculum has changed).

To request a Leave of Absence or to officially withdraw from the University, you will need to fill out and submit a Leave of Absence form or a University Withdrawal form available online through the Alliant portal. Once you log in at www.alliant.edu, the forms can be found in the Registrar Forms and Information section of the Registration and Advising page.

Graduation

Credential Only Programs

Students who are only pursuing a credential will be graduated from the University upon being cleared by the Credential Analyst. See the Credential Program Completion section for your program track.

MAE Degree Programs

Students who are pursuing a MAE degree, whether in the online MAE degree program or through an embedded Credential plus MAE degree program, need to apply for their degree upon completion of their final MAE course. See the Program Completion section of this guidebook for details. MAE degree candidates are welcome to participate in the campus graduation ceremony at the end of the academic year.

To apply for a degree and/or apply to participate in your campus' graduation ceremony, you must submit an application for degree and pay the corresponding graduation fee. Please log in to the Alliant portal at www.alliant.edu, then click on Registration and Advising, then look for the Application for Degree Form under the Registrar Forms and Information section.

Glossary of Terms

APK – The National Evaluation Series (NES) Assessment of Professional Knowledge



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(APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates is a 3 hour computer based test consisting of 100 multiple-choice questions, 1 case study written assignment, and 1 work product written assignment. Passing the APK exam is required before being accepted into the Early Completion Option program.

BCLAD - Bi-Lingual Cross-cultural, Language, and Academic Development The certificate previously issued to bilingual credential holders to authorize instruction of a credentialed subject in a language other than English. The BCLAD certificate has been discontinued and replaced by a "Bilingual Authorization."

BTSA - Beginning Teacher Support and Assessment A state-funded induction program, co-sponsored by the California Department of Education and the Commission on Teacher Credentialing, designated to support the professional development of beginning teachers and fulfill the requirements Clear Credential certification.

CalTPA - California State Teacher Performance Assessment A series of 4 state mandated assessments used to measure a new teacher's proficiency in the classroom. Assessment scores of 3 or 4 on all CalTPAs are required for a Preliminary credential. Visit www.ctc.ca.gov/educator-prep/TPA.html for additional information.

CBEST - California Basic Educational Skills Test A standardized evaluation of basic skills in reading, writing, and mathematics required of all university applicants and California educators. Visit www.cbest.nesinc.com for additional information and test registration.

CTC/CTC - California Commission on Teacher Credentialing The agency that oversees the credentialing and educational practice of K-12 schools in California. The Commission's website houses official credential records and related information www.ctc.ca.gov.

CDE - California Department of Education A department within the State Board of Education whose core purpose is to lead and support the continuous improvement of student achievement.

CLAD - Cross-cultural, Language, and Academic Development A certification for educators credentialed prior to August 2004 to authorize language development and specially designed content instruction for English learners. CLAD certificates have been replaced by the English Learner (EL) authorization embedded in the current credential standards.

COE - County Office of Education The liaison between the CDE and the school districts within the county to provide training and educational development, monitor funding and ensure compliance with state standards within the districts.

CSET - California Subject Examinations for Teachers These exams evaluate the candidate's proficiency in a chosen subject matter and ensure the level of content knowledge required to provide daily instruction to public school students. Visit www.cset.nesinc.com for additional information and test dates.

CSTP - California Standards for the Teaching Profession A common language for the scope and complexity of the profession by which California Teachers are expected to define and develop their practice.

District Support Provider - An individual sponsored by the school district during a candidate's field placement who provides onsite guidance, coaching and mentoring within campus community of the employment site.

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ELD - *English Language Development* Instruction designed to teach English learners to understand, speak, read and write English and to acquire linguistic competencies similar to native English speakers.

ELL - *English Language Learner* A student whose primary language is other than English who has not yet attained full proficiency in English.

LOTE Examination - *Languages Other Than English* The CSET series of examinations used to evaluate bilingual competency in the specified language to support the addition of a Bilingual Authorization on a Teaching Credential. Visit www.cset.nesinc.com for details and available test dates.

NCLB - *No Child Left Behind* The major reforms in the areas of state academic standards, assessment, accountability, and school improvement. The new federal law requires states to develop assessments linked to these standards for all students. Also provides local educational agencies or school districts with additional resources to help improve instruction in high-poverty schools to ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

RICCA - *Reading Instruction Competence Assessment* The standardized assessment of candidate knowledge and skills within the five domains of reading instruction. Required for a Preliminary Multiple Subject Teaching Credential. Visit www.rica.nesinc.com for details and specific test dates.

SBE - *State Board of Education* The governing and policy-making body of the California Department of Education. The SBE sets K-12 education policy in the areas of standards, instructional materials, assessment, and accountability.

TPE – *Teaching Performance Expectations* The set of knowledge, skills and abilities that beginning teachers are expected to know and demonstrate at satisfactory level of proficiency.

Finding Who and What You Need

| Name | Position | Phone Number | Email |
|----------------------|-------------------------------|-----------------|------------------------------|
| Dr. Stephen Cochrane | Director of Special Education | (858) 414-0634 | stephen.cochrane@alliant.edu |
| Dr. Donna Block | Director of Teacher Education | (951) 764- 9886 | donna.block@alliant.edu |

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| | | | |
|-----------------|--|----------------|--|
| Suzanne Garrett | Credential Analyst | (858) 635-4820 | sgarrett@alliant.edu |
| Mariah Klein | Credential Analyst | (510) 612-1804 | mklein@alliant.edu |
| Lisa Mauricio | Teacher Education Program Coordinator | (562) 652-2368 | lmauricio@alliant.edu |
| Leah Felson | Education Specialist Program Coordinator | (415) 310-7596 | lfelson@alliant.edu |
| Kimberly Kline | Field Supervisor Coordinator | (310) 936-3397 | kkline1@alliant.edu |

Web Resources

Education Links

- **AmeriCorps:** <http://www.americorps.gov/>
- **CA Commission on Teacher Credentialing:** <http://www.ctc.ca.gov/>
- **CA Student Aid Commission, APLE Program:** <http://www.csac.ed.gov/doc.asp?id=111>
- **CBEST:** <http://www.cbest.nesinc.com/>
- **CSET:** <http://www.cbest.nesinc.com/>
- **Job Search:** www.edjoin.org
- **RICA (Reading Instruction Competence Assessment):** www.rica.nesinc.com
- **Teach California:** <http://www.teachcalifornia.org/>
- **Teaching Foundations Examination:** www.ets.org
- **Teach Grant:** <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

Alliant website: www.alliant.edu

- **Quick links** for web and portal – click gold box that says “Student and Faculty Portal” and then look on the right side of the page that opens.
- **Academic Calendar:** calendar.alliant.edu
- **Alliant Library:** <http://library.alliant.edu/>
- **Course Catalog:** www.alliant.edu/catalog
- **Financial Aid:** www.alliant.edu/finaid
- **People Finder:** A search engine to find staff and faculty emails and phone numbers can be found at the top of the Quick links page:
<http://www.alliant.edu/wps/portal>
- **Alliant Registrar:** (Forms for address change, name change, leave of absence, web registration instructions, withdrawal from university):
www.alliant.edu/registrar/
- **TeachersCHOICE teacher candidates’ & TPA website:** <http://alliantteacherschoice.com>
 - Scroll to bottom of page and click the link that says “Current Students: Click here for [California Teaching Assessment](#)”



IT Help

If you need further assistance, contact the Helpdesk at (858) 635-4357 or helpdesk@alliant.edu.

Teaching Performance Expectations (TPEs)

- **TPE 1: Engaging and Supporting All Students in Learning**
 - **1.1:** 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.
 - **1.2:** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
 - **1.3:** 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.
 - **1.4:** 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.
 - **1.5:** 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.
 - **1.6:** 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 to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
 - **1.7:** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
 - **1.8:** Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

- **TPE 2: Creating and Maintaining Effective Environments for Student Learning**
 - **2.1:** 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.
 - **2.2:** 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.
 - **2.3:** 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.
 - **2.4:** Know how to access resources to support students, including those who have experienced



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- trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- **2.5:** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **2.6:** 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.

• **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

- **3.1:** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- **3.2:** 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.
- **3.3:** 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.¹
- **3.4:** 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.
- **3.5:** 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.
- **3.6:** Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- **3.7:** 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.
- **3.8:** Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

- **4.1:** 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.
- **4.2:** 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.
- **4.3:** 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.
- **4.4:** 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:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English



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- learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
- **4.5:** 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.)
- **4.6:** 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.
- **4.7:** 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.
- **4.8:** 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.
- **TPE 5: Assessing Student Learning**
 - **5.1:** 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.
 - **5.2:** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
 - **5.3:** 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.
 - **5.4:** Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
 - **5.5:** Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
 - **5.6:** 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.
 - **5.7:** 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.
 - **5.8:** 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.
- **TPE 6: Developing as a Professional Educator**
 - **6.1:** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
 - **6.2:** 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.
 - **6.3:** Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
 - **6.4:** Demonstrate how and when to involve other adults and to communicate effectively with peers

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- and colleagues, families, and members of the larger school community to support teacher and student learning.
- **6.5:** 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.
 - **6.6:** 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.
 - **6.7:** 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.

California Standards for the Teaching Profession (CSTPs)

1: Engaging and Supporting All Students

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

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2: Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

3: Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

4: Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

5: Assessing Students for Learning

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- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

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| | Candidate | University Mentor | District Support Provider |
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6: Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

REQUIRED DOCUMENTATION for CANDIDATES

Progress Assessments of Interns, Student Teachers and Clear Candidates

Completed by UNIVERSITY MENTOR

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| | | | |
|-----------------|--|--|--|
| Name | | | |
| Email Addresses | | | |

Ratings:

0: No Competency Demonstrated

1: Minimal Competency Demonstrated

2: Basic Competency Demonstrated

| Reading Strategies Addressed | Linkages Between Coursework Theory & Field Application | Implementation of a Variety of Teaching Methods and Models | Instructional Strategies Designed for English Language Learners |
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| | | | |

| Date | Time | Class | Objectives/ Common Core Standards Met | Area of Focus |
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| | | | | |

3: Proficient Competency Demonstrated

(Minimum level required for recommendation for Preliminary Teaching Credential)

4: Exceptional Competency Demonstrated N: Not Observed/Not Applicable

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| | Candidate Strength | Areas for Growth and/ or Suggestions | Rating |
| TPE 1: Engaging and Supporting All Students in Learning | | | |
| Evidence Observed: | | | |
| | Candidate Strength | Areas for Growth and/ or Suggestions | |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | | | |
| Evidence Observed: | | | |
| | Candidate Strength | Areas for Growth and/ or Suggestions | |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | | | |
| Evidence Observed: | | | |
| | Candidate Strength | Areas for Growth and/ or Suggestions | |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | | | |
| Evidence Observed: | | | |

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| | Candidate Strength | Areas for Growth and/or Suggestions | |
| TPE 5: Assessing Student Learning | | | |
| Evidence Observed: | | | |
| | Candidate Strength | Areas for Growth and/or Suggestions | |
| TPE 6: Developing as a Professional Educator | | | |
| Evidence Observed: | | | |

Candidate Signature: _____

University Mentor Signature: _____

Quarterly and Summative Assessment

Alliant International University California School of Education: Teaching Performance Scoring Rubric

Teacher Candidate: _____

Submission Date: _____ Reviewed by: _____
University Mentor

Quarterly Review: First Term: _____ Second Term: _____ Third Term: _____ Summative Assessment: _____

The scoring rubric is based on the California Teaching Performance Expectations (TPE's) with the California Teaching Performance Assessments (TPA's) embedded within the required task items.

Ratings:

- 0: No Competency Demonstrated
- 1: Minimal Competency Demonstrated
- 2: Basic Competency Demonstrated
- 3: Proficient Competency Demonstrated (minimal level required for recommendation for Preliminary Credential)
- 4: Exceptional Competency Demonstrated

Record of Intern Assessment:

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| DOMAIN: | TPE 1: Engaging and Supporting All students in Learning | TPE 2: Creating and Maintaining Effective Learning Environments | TPE 3: Understanding and Organizing Subject | TPE 4: Planning Instruction and Designing Learning Experiences for All Students | TPE 5: Assessing Student Learning | TPE 6: Developing as a Professional Educator |
|-------------------------------|--|--|--|--|--------------------------------------|--|
| First Term | | | | | | |
| Second Term | | | | | | |
| Third Term | | | | | | |
| Summative Score | | | | | | |
| Recommendation for Credential | | | | | | |

| Domain | 0 No Competency for TPEs demonstrated; not recommended for beginning teaching service. | 1 Minimal Competency for TPEs demonstrated; recommended with reservation for beginning teaching service. | 2 Basic Competency for TPEs demonstrated; recommended with development considerations for beginning teaching service. | 3 Proficient Competency for TPEs demonstrated; recommended for beginning teaching service. | 4 Exceptional Competency for TPEs demonstrated; highly recommended for beginning teaching service. |
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Teacher Education Programs

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| <p>TPE 1: Engaging and Supporting All students in Learning</p> | <p>No variety in instructional strategies, activities, materials, design; teacher communication is unclear; student participation is not equitable; students are not challenged; no awareness of students' developmental levels, needs and next steps; no differentiation in instructional delivery</p> | <p>Minimal differentiation in instructional strategies and activities demonstrated but not always connected to student needs; few variety of materials for learning incorporated; students challenge selves/not teacher initiated or supported; teacher aware of grade level developmental needs but not needs beyond that identified standard</p> | <p>Variety in strategies, activities and materials is present; content is presented in multiple ways; students use at least two sources to comprehend information; day and lesson is structured to support multiple intelligences opportunities for learning; learning structure for special populations and ELL is provided</p> | <p>Differentiated instruction is evident and is responsive to assessed developmental capacities for students; students give initial evidence of capacity to comprehend in a variety of methods; active and equitable participation by students is evident; students are challenged to take the appropriate next step in content matter.</p> | <p>Differentiated instruction clearly and consistently provides balanced, comprehensive learning experience for each child; opportunities for students to apply, practice, and advance what they learn; strategies for student use of a variety of learning styles is evident; all students are actively and equitable engaged in learning in an environment which encourages the sharing and examination of varied points of view; students demonstrate strategies to cope with new material; students are appropriately intellectually challenged.</p> |
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| <p>TPE 2: Creating and Maintaining Effective Learning Environments</p> | <p>Allocated time to learning goals is inappropriate; routine tasks and classroom management take an inordinate amount of time; academic or behavior expectations not stated; no evidence of consistent discipline plan; no evidence of rapport with students; environment does not support or allow respect.</p> | <p>Allocated time to learning goals is appropriate but never adjusted to meet student needs; classroom management tasks often the class focus; expectations stated but lack relevance; discipline evident but not employed; safe environment is fragilely maintained an easily broken; rapport with students and families is with identified students only.</p> | <p>Allocated time addresses student achievement of standards; procedures for tasks and classroom management are routine; rapport is established with most students but not addressed with parents; behavior and academic expectations are clear and evident in implemented discipline plan; social environment is respectful.</p> | <p>Allocated time addresses student achievement of standards and is adjusted to optimize outcomes; procedures for tasks and classroom management are non-intrusive to learning with a clear discipline plan in place; rapport is evident with students and families; student effort and engagement are supported.</p> | <p>Instructional time maximizes student achievement in content standards; classroom procedures, climate & expectations are clear, a part of the culture; and maximize instructional time; instructional time is adjusted to optimize student learning; rapport with students & families supports student success; environment maximizes student achievement.</p> |
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| <p>TPE 3: Understanding and Organizing Subject</p> | <p>No capacity to teach Common Core standards in a systematic, comprehensive manner demonstrated; planning is neither strategic nor responsive to students; does not understand subject matter skills; environment does not support learning.</p> | <p>On occasion Common Core standards are addressed in lessons; teaching is sporadically planned but lacks responsiveness to students; shows minimal understanding of subject matter; minimally addresses multiple intelligences; classroom environment on occasion supports learning</p> | <p>Common Core standards are addressed in lessons but instruction does not always achieve standard learning by students; planning is responsive to student learning; usually addresses multiple intelligences among students; various instructional materials demonstrate understanding of subject matter.</p> | <p>Common Core standards are consistently addressed in lessons and instruction supports student learning of standards; knowledge of subject matter is clear and consistent; various instructional methods support varied student needs; instruction is comprehensive and strategic to support student learning; planning responds to student learning.</p> | <p>Common Core standards are consistently embedded in lessons and students consistently learn and assess own learning of standards; comprehensive knowledge of subject matter is evident; lessons continuously and consistently respond to accurately assessed student learning; environment advances student learning for each student.</p> |
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| <p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p> | <p>Demonstrates no understanding of child or adolescent development; no evidence of interpersonal interaction to learn about each child; unaware of students needing specialized instruction; planning does not address content standards; goals not evident in planning; planning is single dimensional and lacks evidence of sequencing.</p> | <p>Understanding of child or adolescent development is not expanded to understanding their students' learning needs; unaware of the impact multiple student factors play on student learning; planning addresses standards but is not comprehensive, connected or sequential; no evidence of teacher reflection in instructional planning; planning lacks differentiation.</p> | <p>Uses an understanding of students' prior learning and developmental stages to plan lesson; evidence of some interpersonal interaction with students to advance learning; aware of students needing specialized instruction; comprehensive planning addresses stated standards; lessons are sequenced and connected.</p> | <p>Uses an understanding of child and adolescent development to assess student needs and plan for student learning; involves parents in student learning; plans and activities include appropriate instructional adaptations for student specialized needs; student learning goals are identified and differentiated instruction supports; appropriate use of support personnel to advance student learning.</p> | <p>Uses understanding of patterns of child and adolescent development to understand students; knows their students' learning needs through interpersonal interactions; encourages parents to become involved in student learning; incorporates needs of students needing specialized instruction into lesson; clear long-term and short-term goals; teaching methods help all students meet or exceed grade level expectations; content is clear, meaningful; and connected to students' culture, background, experiences, differentiated instruction accommodates varied student needs; support personnel advance instructional goals.</p> |
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| <p>TPE 5: Assessing Student Learning</p> | <p>Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families</p> | <p>Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student's academic needs.</p> | <p>Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self-assess; beginning evidence of effective communication with students and families regarding student academic capacity.</p> | <p>Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student's learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families.</p> | <p>Continuously assesses and monitors student learning of identified content standards and adjust instruction, pace, planning to meet learning needs; demonstrated implementation of variety of assessment tools, accurate interpretation of assessment to advance learning of all students, inclusive of special needs and ELL students; communication with families and students in response to assessment.</p> |
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**TPE 6:
Developing as
a Professional
Educator**

Blames poor student learning outcomes on others; evidence of intolerance and racism; no knowledge of relevant California and federal educational laws; no awareness of child abuse; classroom environment is hostile ignores obligation to protect the privacy of students, families, and colleagues; fails to model ethical behavior; fails to self-evaluate teaching in light of student learning; fails to improve teaching and set professional goals through reflection and feedback

Is unclear where responsibility lies for poor student learning outcomes; aware of own biases without connecting to student learning; limited awareness of educational law; can identify suspected cases of child abuse; has difficulty maintaining a safe class environment; understands privacy obligations but does not apply uniformly; is aware of ethical considerations but fails to model ethical behavior consistently; is aware of but cannot evaluate own teaching practices and subject matter knowledge; receives feedback about their practice without improvement; fails to reflect on teaching practices.

Takes responsibility for student learning outcomes but unaware of changes which will lead to improved outcomes; aware of own biases and how these effect student learning; resists racism and acts of intolerance; understands California and federal educational law; can identify suspected cases of child abuse and carries out laws and district guidelines for reporting such cases; maintains a non-hostile classroom environment; honors all professional obligations to appropriately protect privacy; models ethical behaviors and moral fitness; accurately evaluates own teaching effectiveness.

Takes responsibility for student learning outcomes, improves their teaching practices through feedback, reflection and goal implementation; resists all forms of racism and intolerance; understands relevant California and federal educational law and its implications for their classroom and students; carries out laws and district guidelines regarding suspected cases of child abuse; in accordance with ethical considerations and models ethical behaviors for students; accurately evaluates own teaching practices, improves their practices through feedback and consistent cycles of planning, teaching, reflecting, discerning problems and applying new strategies.

Takes responsibility for student learning outcomes; resists racism and intolerance yet is aware of their own personal biases and recognizes ways such impact their teaching, adjusting to minimize such impact and adjust such biases; implements laws for all special needs and ELL students; appropriately carries out guidelines regarding suspected cases of child abuse; maintains a non-hostile classroom environment and responds to inappropriate or violent student behavior in accordance within guidelines; honors obligations to protect privacy; models ethical behaviors for students and maintains strong moral fitness; evaluates own teaching practices and subject matter knowledge, improves these practices through feedback and cycle of planning, teaching, reflecting, discerning problems and applying new

CSOE Lesson Plan Template

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| OBJECTIVE. What will your students be able to do? | | | | | |
| | | | | | |
| ASSESSMENT. How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | | | | |
| | | | | | |
| COMMON CORE. Which Common Core standards will you address? | | | | | |
| | | | | | |
| MATERIALS | | | | | |
| | | | | | |
| OPENING. (10 minutes – suggested) | | | STRATEGIES | QUESTIONS TO CONSIDER How will you engage students and capture their interest? How will you communicate what is about to happen? How will you communicate how it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous & future lessons? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| TIME | TEACHER | STUDENTS | | | |
| INTRODUCTION OF NEW MATERIAL. (10 minutes – suggested) | | | STRATEGIES | QUESTIONS TO CONSIDER What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate? Why will students be engaged and interested? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| TIME | TEACHER | STUDENTS | | | |

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| GUIDED PRACTICE. (15 minutes – suggested) | | | STRATEGIES | QUESTIONS TO CONSIDER How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? Why will students be engaged and interested? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| TIME | TEACHER | STUDENTS | | | |
| INDEPENDENT PRACTICE. (25 minutes –suggested) | | | STRATEGIES | QUESTIONS TO CONSIDER How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension? Why will students be engaged and interested? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| TIME | TEACHER | STUDENTS | | | |
| CLOSING. (5 minutes – suggested) | | | STRATEGIES | QUESTIONS TO CONSIDER How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| TIME | TEACHER | STUDENTS | | | |
| HOMEWORK (if appropriate). | | | | QUESTIONS TO CONSIDER How will students practice what they learned? | DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use. |
| REFLECTION | | | | | |

Professional Development Plan

| Candidate Information | |
|-----------------------------|---|
| School Site: | Teaching Assignment or Field Placement: |
| Email: | |
| Site Support Provider Name: | University Field Supervisor Name: |
| Phone number: | Phone number: |
| Email: | Email: |
| Areas of Strength: | |
| Areas of Need: | |
| Current Placement | |
| District Needs: | |
| Site Needs: | |
| Classroom Needs: | |
| Goals: | |

Teacher Education Programs

Areas of Focus:

Self-Assessment based upon Teacher Performance Expectations:

| Strengths | TPE's | Areas for Growth |
|-----------|--|------------------|
| | TPE 1: Engaging and Supporting All Students in Learning | |
| | TPE 2: Creating and Maintaining Effective Environments for Student Learning | |
| | TPE 3: Understanding and Organizing Subject Matter for Student Learning | |
| | TPE 4: Planning Instruction and Designing Learning Experiences for All Students | |
| | TPE 5: Assessing Student Learning | |
| | TPE 6: Developing as a Professional Educator | |

Professional Goal #1:

Desired Impact on Students:

Professional Goal #2:

Desired Impact on Students:

Professional Goal #3:

Desired Impact on Students:

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|------------------------------|----------------------------------|
| Candidate Signature: | Program Advisor Signature: |
| University Mentor Signature: | Site Support Provider Signature: |

Clear Education Specialist Individualized Induction Plan (IIP)

| Candidate Information | | | |
|--|--|--|---|
| Candidate Name: | District: | School Site: | Teaching Assignment or Field Placement |
| Address: | Phone number: | Email: | |
| University Mentor: | Program Advisor: | School-based Mentor: | School Mentor Contact Phone number: Email: |
| Information from Transition Plan | | | |
| Credentials Held: | | | |
| <input type="checkbox"/> Preliminary Education Specialist <input type="checkbox"/> Level I Education Specialist <input type="checkbox"/> Other | <input type="checkbox"/> Multiple Subject Preliminary <input type="checkbox"/> Single Subject Preliminary | <input type="checkbox"/> Multiple Subject Clear <input type="checkbox"/> Single Subject Clear | Content Area: _____ — |
| Added Authorizations: | Transition Plan Included Yes/No | | University received Preliminary Education Specialist <input type="checkbox"/> Alliant International University |

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| | | <input type="checkbox"/> Other: |
| Areas of Strength: | | |
| Areas of Need: | | |
| Current Placement | | |
| District Needs: | | |
| Site Needs: | | |
| Classroom Needs: | | |
| Goals: | | |
| Areas of Focus: | | |
| Coursework | | |
| <p>Please refer to academic calendar for exact course start dates.</p> <p>EDU 6820 “Adv. Research, Theory, & Assessment” (Term 2- Sept. – Oct)</p> <p>EDU 6821 “Education, Mental Health, and Community Collaboration for Students with Mild/Moderate Disabilities” (Term 3- November – Dec)</p> <p>EDU 6811A “Collaborative Field Mentoring” (Term 3- November – Dec)</p> <p>EDU 6811 B “Collaborative Field Mentoring” (Term 5- March – April)</p> | <p>Preliminary Academic Plan for program completion</p> <ul style="list-style-type: none"> • EDU 6820 Term/ Year - _____ • EDU 6821 Term/ Year- _____ • EDU 6811A Term/ Year- _____ • EDU 6811B Term/ Year- _____ | |
| Inquiry-Based Assignments | | |
| Focus of Inquiry: | 1. Question: _____ | |
| | Course Fulfilled: _____ Term Completed: _____ | |

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| | 2. Question: _____ Course Fulfilled: _____ Term Completed: _____ |
| | 3. Question: _____ Course Fulfilled: _____ Term Completed: _____ |
| What CSTP elements are addressed? | What CTC Induction Standards 5-7 are addressed? |
| Revisions: Date: _____ Initials: _____, _____ Date: _____ Initials: _____, _____ | Date: _____ Initials: _____, _____ _____ Date: _____ Initials: _____, _____ _____ Date: _____ Initials: _____, _____ _____ |
| Candidate Signature: | Program Advisor Signature: |
| University Mentor Signature: | School Based Mentor Signature: |

Clear Credential Candidates for the Education Specialist Credential must

Teachers' understanding, knowledge, and skills become increasingly complex and sophisticated as they progress, each more advanced level incorporating and integrating the concepts of the previous levels. Below is the ideal progression towards mastery of the CSTPs. Prior to program completion, each candidate reviews their progress on the CSTPs with their university mentor. Through formal evaluation and discussion, the university mentor, district employed support provider, and candidate all agree that the candidate has achieved proficiency in all six of the CSTPs as well as

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| CSTP 1: Engaging Students in | <i>Names and describes strategies for</i> | <i>Experiments with discrete or specific</i> | <i>Consistently demonstrates ability to</i> | <i>Incorporates complex patterns of</i> | <i>Students understand, facilitate, and</i> |

Teacher Education Programs

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|---|--|--|---|--|--|
| <p>Learning Summary of Standard:</p> <ul style="list-style-type: none"> • Know students & develop relational trust • Connect to prior knowledge, experience & interest • Variety of teaching strategies • Equitable questioning, participation, and promoting critical thinking • Monitor & adjust student learning | <p>developing students' learning and engagement</p> | <p>instructional strategies that improve students' learning and increase engagement</p> <p><i>Analyzes evidence of engaging practices in instruction</i></p> | <p>deliver instruction that improves students' learning and increases engagement.</p> <p><i>Builds on analysis of evidence</i></p> | <p>student interactions and engagement</p> <p>Instruction is <i>flexible and adapts</i> to the emergent needs of students</p> | <p><i>monitor</i> their own engagement and participation in learning</p> |
| <p>CSTP 2: Creating and Maintaining Effective Environments for Students Summary of Standard:</p> <ul style="list-style-type: none"> • Caring community, fairness & respect • Embraces diversity & fosters productive interactions • Safety • High expectations • Maintaining appropriate behavior | <p><i>Names and describes methods for building positive learning environments that are focused on student learning</i></p> | <p><i>Experiments with routines and procedures designed to enhance the effectiveness of the classroom environment</i></p> <p><i>Able to analyze evidence from classrooms regarding their effectiveness</i></p> | <p>Consistently <i>demonstrates</i> ability to create and maintain an effective, positive classroom environment.</p> <p><i>Builds on analysis of evidence from classrooms regarding their effectiveness</i></p> | <p>Incorporates <i>complex patterns and concepts</i> of classroom functioning and student well-being</p> <p><i>Flexibly adapts</i> and enhances classroom environment based on emergent needs and learning goals</p> | <p><i>Students understand, facilitate, monitor and/or co-create</i> the classroom environment in ways that enhance all students' learning and well-being</p> |

Teacher Education Programs

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| <ul style="list-style-type: none"> Routines & procedures Optimizing instructional time | | | | | |
| <p>CSTP 3: Understanding and Organizing Subject Matter for Student Learning</p> <p>Summary of Standard:</p> <ul style="list-style-type: none"> Subject matter knowledge, knowledge of Content Standards Pedagogical content knowledge Organizing & sequencing Selecting & using materials Equitable access to content | <p><i>Identifies</i> academic content standards; expectations for teachers; and content curriculum, scope, and sequence (if applicable)</p> <p><i>Identifies</i> instruction of content standards in practice</p> | <p><i>Experiments with</i> instructional strategies that are unique or specially adapted for a given subject matter; Plans units with knowledge of expectations for student learning</p> | <p>Consistently <i>demonstrates</i> ability to utilize subject matter knowledge and relevant instructional approaches in designing units, and teaching subject matter inclusive of students' language and processing needs</p> | <p><i>Identifies and incorporates complex patterns or thematic</i> concepts across subject areas or topics within subject areas to build sophisticated student thinking habits specific to the subject domains</p> | <p><i>Students understand and articulate</i> the thinking habits and practices of subject domains</p> |
| <p>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students</p> <p>Summary of Standard:</p> <ul style="list-style-type: none"> Planning based on | <p><i>Names and describes</i> the components of a lessons, aligned with units, and courses as an organizing structure for what to teach</p> <p><i>Reviews and understands</i></p> | <p><i>Attempts and evaluates</i> efforts to plan and implement instructional plans aligned to learning goals and relevant activities (particularly at the lesson plan level)</p> | <p>Consistently <i>demonstrates</i> ability to plan and implement instructional plans aligned to learning goals based on relevant learning activities and adapted to assessed</p> | <p>Plans instruction that systematically develops <i>increasingly complex</i> student skills and thinking and incorporates the development of student conceptual</p> | <p><i>Students understand, articulate, and have input</i> into their learning trajectory</p> <p>Lesson plans incorporate methods of instruction that foster <i>student meta-cognition and leadership</i></p> |

Teacher Education Programs

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| <p>assessed needs of students</p> <ul style="list-style-type: none"> Establishing goals Sequencing long & short term Planning for equitable access Adapting instructional program | <p>components of curriculum, scope and sequence</p> | <p><i>Experiments</i> with short and long term planning including using evidence of practice and adapting the instructional program to student needs</p> | <p>student needs. Structure of lessons <i>vary</i> instruction between teacher-centered and student-centered approaches</p> | <p>understanding, knowledge and skills over time</p> | <p>offering multiple opportunities for students to control their learning</p> |
| <p>CSTP 5: Assessing Students for Learning Summary of Standard:</p> <ul style="list-style-type: none"> Multiple forms of assessment Using data from multiple sources Students self-assess & monitor Feedback to students & families | <p><i>Names and describes</i> assessments of student learning as a means for determining summative evaluations or student grades</p> | <p><i>Attempts</i> to modify instruction based on evidence of student learning</p> <p><i>Expanding</i> understanding of the use of assessments to determine student learning needs</p> | <p>Consistently <i>demonstrates</i> the use of multiple assessments of student learning in planning instruction, including: lesson level formative assessments, more complex teacher designed assessments of student understanding, and institutional assessments of student progress</p> | <p><i>Adapts and integrates</i> multiple forms of evidence of student learning into instruction and instructional planning, often collaborating with colleagues to analyze and advance student learning</p> <p><i>Differentiates</i> instruction based on assessed student needs in order to accelerate all students' learning</p> | <p><i>Students understand and articulate</i> their own strengths, areas for improvement, and goals based on multiple forms of assessment</p> |
| <p>CSTP 6: Developing as a Professional Educator Summary of Standard:</p> <ul style="list-style-type: none"> Reflect on practice & | <p>Collaborates with assigned colleagues, coaches, and supervisors to reflect on and improve</p> | <p>Collaborates with colleagues, coaches, supervisors and families to reflect on and improve teaching</p> | <p>Seeks information about areas of strength and areas for growth based on multiple forms of</p> | <p>Informally models professionalism, leadership, and continuous learning. Incorporates</p> | <p>Formally and informally models professionalism, leadership, and continuous learning.</p> |

Teacher Education Programs

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| <p>student learning</p> <ul style="list-style-type: none"> • Purposeful professional growth • Collaborate with colleagues • Work with families • Manage prof. responsibilities <p>Integrity & ethical conduct</p> | <p>teaching practice and student success.</p> <p>Attends available professional development opportunities.</p> | <p>practice and student success.</p> <p>Responds to summative and formative assessments of teaching by seeking out and experimenting with new approaches and methods in order to improve.</p> | <p>evidence of practice.</p> <p>Collaborates regularly with colleagues, coaches, and supervisors to improve teaching practice and student success.</p> <p>Sets professional goals and uses them to guide improvement efforts.</p> <p>Seeks professional development opportunities to continuously improve.</p> | <p>information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.</p> <p>Expands personal development, increases ability to develop strong interpersonal relationships, and weaves improvement of technical skills into a continuous learning cycle.</p> | <p>Seeks professional development and learning opportunities that advance individual and school goals towards student outcomes.</p> |
|---|--|---|--|--|---|

School Profile

School and District Information

Directions: With your University Field Supervisor and/ or Program Coordinator, discuss and complete the information that applies to your current teaching assignment. This information is designed to provide you a better understanding of the students at your site.

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Teacher Education Programs

My Site Administrator (s):

My School is a (check all that apply)

| | |
|---|--|
| <input type="checkbox"/> Charter School- Type: | <input type="checkbox"/> Magnet School- Type: |
| <input type="checkbox"/> Title 1 School-wide Program | <input type="checkbox"/> Program Improvement School |
| <input type="checkbox"/> Professional Development School | <input type="checkbox"/> California Distinguished School |
| <input type="checkbox"/> Immediate Intervention=Underperforming Schools Program (IIUSP)/ SAIT | <input type="checkbox"/> Bilingual Waiver Program/ Language Immersion School- Which languages? |

School wide Programs include:

| | |
|---|--|
| <input type="checkbox"/> Reading Intervention | <input type="checkbox"/> Character Counts |
| <input type="checkbox"/> Drug, Alcohol, Tobacco Education | <input type="checkbox"/> Conflict Resolution |
| <input type="checkbox"/> Response to Intervention (RTI) | <input type="checkbox"/> AVID |
| <input type="checkbox"/> Other: | |

School Accountability Report Card

| | |
|------------|-------------------|
| API Score: | API Target Score: |
|------------|-------------------|

Based upon your school's API score, what is the school's academic focus for the year?

My School has (check all that apply):

| | |
|--|---|
| <input type="checkbox"/> Department Groupings/ Professional Learning Communities | <input type="checkbox"/> Teaching Teams |
| <input type="checkbox"/> Special Day Classes | <input type="checkbox"/> Computer Lab |
| <input type="checkbox"/> Library Schedule | <input type="checkbox"/> EL Coaches |
| <input type="checkbox"/> Other: | |

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Teacher Education Programs

School Enrollment:

Number of Students:

Percent of English Learners:

What community resources are available to teachers, students and families?

How does the site communicate with parents and families? What strategies are in place for schools and family partnerships?

What Professional development opportunities are available for the staff at the School, District, SELPA, and other agencies?

What opportunities are available for collaboration between education specialist, general education teachers, and the larger community?

Teacher Education Programs

What are the current working conditions of the teacher candidate both in terms of success and also effective ways to overcome challenges?

Support Provider Form

Teacher Education Programs

Support Provider Contact Information: University Field Mentor and District/Site Support Provider

The Memorandum of Understanding (MOU) between Alliant International University and districts that place our Intern Candidates at their schools states, “Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor, and an in-district mentor as directed by California Commission on Teacher Credentialing Standards.”

It may be the responsibility of the site principal in tandem with the District Office to **assign the Intern Candidate a designated support provider**. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate’s University Field Supervisor and Seminar Instructor to assure the Intern Candidate’s success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.

The following roles and responsibilities are suggestions that will help the assigned support provider work collaboratively with the Intern Candidate:

- **Meet weekly with the Intern Candidate**
- **Help orient the Intern Candidate to the school and district procedures, routines and regulations**
- **Be available as a resource to answer the Intern Candidate’s questions and to provide general support and mentoring**
- **Help provide documentation of support for English Language Learners**
- **Share instructional ideas/materials with the Intern Candidate**
- **Communicate with the University Field Supervisor and respond to the Communication Log sent after Supervisor’s classroom observations if requested**
- **Assist Intern Candidate in setting up teacher observation**

Support Provider Data Sheet

| | | | |
|-------------------------------------|--|---------------------|-----------------|
| Candidate Name: | District: | School Site: | Address: |
| University Field Supervisor: | District/Site Support Provider: | | |
| Phone: | Phone: | | |
| Email: | Email: | | |
| Credentials Held: | Credentials Held: | | |
| | Current Position: | | |
| Signature: | Signature: | | |
| Date: | Date: | | |

Class Profile

Teacher Education Programs

Support Provider Meeting Notes

The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate.

It may be the responsibility of the site principal in tandem with the District Office to **assign the Intern Candidate a designated support provider**. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Mentor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.

Support Provider/District/Site Support Provider Meeting Notes

The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate.

Support Provider Data Sheet

Candidate Name: **District:**

School Site: **Address:**

| | |
|-------------------------------------|--|
| University Field Supervisor: | District/Site Support Provider: |
| Phone: | Phone: |
| Email: | Email: |
| | Position: |
| Signature: Date: | Signature: Date: |

| | 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 | | |

Teacher Education Programs

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| Evidence Observed: | | |
| | Candidate Strength | Area of Need |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | | |
| Evidence Observed: | | |
| | Candidate Strength | Area of Need |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | | |
| Evidence Observed: | | |
| | Candidate Strength | Area of Need |
| TPE 5: Assessing Student Learning | | |
| Evidence Observed: | | |
| | Candidate Strength | Area of Need |
| TPE 6: Developing as a Professional Educator | | |
| Evidence Observed: | | |

How will you help the candidate meet the areas of need?

Intern Support Logs

Intern teachers are required to log and submit intern support hours per California Commission on Teacher Credentialing guidelines. It's also a great way to ensure that our interns are receiving the

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Teacher Education Programs

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| Grade Level or Department Meetings related to curriculum, planning, and/or instruction | General support and supervision. Record hours spent on the topics and agreements made. |
| New Teacher Orientation | Record all hours provided by the district or site, including those spent on mandated trainings (child abuse, sexual harassment, bullying, discipline, parent rights/responsibilities, etc.) |
| Coaching from Administrator (not evaluation) | Coaching is not time spent attached to a formal observation or evaluation. Any discussions about practice following informal observations may be recorded. |
| Co-planning with Special Educator or EL expert to address needs of these students | Record any time spent for additional guidance. |
| Logistical help before and during school year (bulletin boards, seating arrangements, acquiring materials, parent conferences, etc.) | Record in hours and include any time spent with site mentor or administrator for additional guidance. |
| Release time for participation in district or school groups or committees. | Record in hours and include any time spent with site mentor or administrator for additional guidance. |
| Review and discuss test results with colleagues (CELDT and Standardized Tests) | Record in hours and include any time spent with site mentor or administrator for additional guidance. |
| CODE 2: Potential Support & Supervision Activities Most Likely to be Provided Through the Intern's Commission-Approved Preparation Program | Ideas for How and What to Record |
| Seminars, (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person or via webinar | Seminars and Saturday Workshops count. Candidates should keep copies of slides, presentations, handouts, readings, and etc. in a notebook and record time in hours. Phone calls count. Anytime a mentor or supervisor coaches via phone, this is support and supervision. |
| Peer/Faculty Support (i.e. discussion debriefing teaching day at beginning of seminar. | Talking with peers, Alliant faculty, or grade level teams in seminar counts as support. |
| CODE 3: Potential Support & Supervision Activities Most Likely to be Provided by Either or Both the Intern's Employer and the Intern's Commission-Approved Preparation Program | Items in Left-Hand Column are Self-Explanatory (May also meet 45-hour EL requirement) |

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| Classroom observations and coaching | Record time spent in hours and what was discussed. |
| Demonstration lessons and/or co-teaching activities with mentor, coach, or field supervisor | Record time spent in hours and what was discussed. |
| Intern observation of other teachers and classrooms | Record time spent in hours and what was discussed. |
| Email, phone, (voice, text) support related to observation, problem-solving, planning, curriculum and/or instruction. | Record time spent in hours and what was discussed. |
| Activities/workshops specifically addressing issues in the intern's classroom- or attended by intern and site support mentor | Record time spent in hours and what was discussed. |
| Watching and discussing teaching videos with support person(s) | Record time spent in hours and what was discussed. |
| Interactive journal (E-Journal between intern and field supervisor) | Record time spent in hours and what was discussed. |
| Observe SDAIE/ELD lessons online or in person | Record time spent in hours and what was discussed. |
| Weekly planning or review of plans with EL Authorized Credential Holder | Record time spent in hours and what was discussed. |
| Editing work-related writing (letters to parents, announcements) | Record time spent in hours and what was discussed. |
| Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or field supervisor | Record time spent in hours and what was discussed. |

Notes:

- Convert all time recorded to hours—in full hour increments or quarter-hour increments (.25; .50; .75; 1.0)
- If second term candidates are falling short of hours entered, they should go back to the first day of hire and record time spent in new teacher support hours. Supervisors, administrators, mentors, grade level team members--all may have provided time to help the intern assume the role of teacher-of-record.
- Observation feedback conferences count because you are coaching.
- Coursework does not count, but seminars and workshops do, as they support coursework and field service. Seminars meet support and supervision requirements because candidates are being coached on what they have learned or on how to apply what they have learned.
- When an activity includes both general support/supervision and EL support/supervision: EL support and supervision is not always done in isolation. If candidates are discussing all children and the focus on how that strategy, discussion or topic applies to ELs, they

Teacher Education Programs

- may record the time as general support AND EL support, but they must divide the time and not “double dip”
- Logs may be kept in a notebook and transferred to an Excel sheet for documentation purposes, and this should be done weekly to make sure there are adequate support hours.

Alliant Log for Observations Done in Diverse Settings

Class Observation Log: In order to obtain your preliminary credential, you are required by the CTC to complete **15 hours** of observations in a variety of grade levels other than what you are currently teaching. You also need to observe students who are classified as English Language Learners. For example, if you teach high school, you will need to visit a middle school and if you teach lower elementary school you will need to visit an upper elementary/ middle/high school.

| School | Grade/ Subject | Date | Teacher | Teacher Signature | Hours | Lesson Objective | EL Strategies Observed |
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Clinical Practice I SPED Intern Teachers- EDU 6885A Assignments

| Week | Assignment |
|--------|---|
| Week 1 | TPE Self- Assessment |
| | School Profile |
| Week 2 | E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Class Profile |
| Week 3 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |

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|--------|--|
| | Site Support Provider Form- <i>it is a requirement by the CCTC that all intern candidates have a University Field Supervisor and a Site Support Provider</i> |
| Week 4 | Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i> |
| | Progress Assessment by Site Support Provider- Progress Assessment completed by site support provider. If you do not have a site support provider you can ask your University Field Supervisor to do an extra observation or contact Leah Felson for ideas on meeting this requirement. |
| Week 5 | Classroom Rules |
| | E Journal 2- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| Week 6 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |
| | TPE Self-Assessment |
| Week 7 | E Journal 3- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Intern Support Log- Documented 144 General Support Hours plus 46 EL hours |
| Week 8 | Quarterly Assessment |

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| | Mentor Evaluation |
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Clinical Practice II SPED Intern Teachers- EDU 6885B Assignments

| | Assessments | TPEs Addressed |
|--------|---|-----------------------|
| Week 1 | Professional Development Plan Family Communication | TPE 6 TPE 4 |
| Week 2 | Lesson Plan Assignment Supporting Language Needs | TPE 2 TPE 3 |
| Week 3 | Progress Assessment E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> | TPE 6 TPE 3 |
| Week 4 | Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i> Observation Log | TPE 6 PS 15/ TPE 6 |
| Week 5 | Lesson Plan E Journal 2- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> | TPE 4 TPE 2 |
| Week 6 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> E Journal 3- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> | TPE 6 TPE 3 |
| Week 7 | Intern Support Log- Documented 144 General Support Hours plus 46 EL hours Mentor Evaluation | TPE 2 TPE 6 |
| Week 8 | Quarterly Assessment Progress Assessment by Site Support Provider- Progress Assessment completed by site support provider. If you do not have a site support provider you can ask your University Field Supervisor to do an extra observation or contact Leah Felson for ideas on meeting this requirement. | TPE 6 |

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Teacher Education Programs

Clinical Practice III SPED Intern Candidates- EDU 6890A Assignments

| Week | Assignment |
|--------|--|
| Week 1 | TPE Self- Assessment |
| | Instructional Plan |
| Week 2 | E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Lesson Plan |
| Week 3 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |
| | Differentiation Checklist |
| Week 4 | Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i> |
| | Progress Assessment by Site Support Provider- Progress Assessment completed by site support provider. If you do not have a site support provider you can ask your University Field Supervisor to do an extra observation or contact Leah Felson for ideas on meeting this requirement. |
| Week 5 | Grouping Assignment |
| | E Journal 2- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| Week 6 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |

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| | <p>Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i></p> |
| | Unit Plan |
| Week 7 | E Journal 3- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Intern Support Log- Documented 144 General Support Hours plus 46 EL hours (36 hours of general support due this term, and 11.5 EL hours due this term) |
| Week 8 | Quarterly Assessment |
| | Mentor Evaluation |

Clinical Practice IV- SPED Intern Candidates- EDU 6890B

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| Week | Assignment |
|--------|--|
| Week 1 | Professional Development Plan |
| | School Profile |
| Week 2 | E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Class Profile |
| Week 3 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |
| | Site Support Provider Form- <i>it is a requirement by the CCTC that all intern candidates have a University Field Supervisor and a Site Support Provider</i> |
| Week 4 | Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i> |
| | Progress Assessment by Site Support Provider- Progress Assessment completed by site support provider. If you do not have a site support provider you can ask your University Field Supervisor to do an extra observation or contact Leah Felson for ideas on meeting this requirement. |
| Week 5 | Co- Observation- Observe another teacher either <u>with your University Field Supervisor or alone</u> and upload the assignment back to canvas. |
| | E Journal 2- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| Week 6 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |



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| | IEP Self-Assessment |
| Week 7 | E Journal 3- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Intern Support Log- Documented 36 hours of general support and 11.25 hours of EL Support |
| | Assessments |
| Week 18 | Quarterly Assessment |
| | IEP Assignment |
| Week 2 | E Journal 1- <i>Submit first to your University Field Supervisor and then</i> |

Advanced Mentoring Assignments: **EDU 6099A**

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Teacher Education Programs

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|--------|--|
| | Lesson Plan |
| Week 3 | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |
| | Unit Plan |
| Week 4 | Site Support Provider Observation |
| | Formal Assessment Report (SPED) |
| Week 5 | E Journal 2- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Classroom Management Plan |
| Week 6 | E Journal 3 |
| | Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i> |
| Week 7 | Intern Support Log- Documented 144 General Support Hours plus 46 EL hours (36 hours of general support due this term, and 11.5 EL hours due this term) |
| | Professional Development Plan |
| Week 8 | Progress Assessment Quarterly Assessment Mentor Evaluation |

EDU 6818A- Special Education Clear Credential Candidate

| | Assessments |
|--------|--|
| Week 1 | Professional Development Plan - The purpose of the professional development plan is to reflect on and improve your practice through collaborative inquiry, observation feedback, and your performance data. It is important to understand your responsibility for ongoing professional learning. Please fill this out to help you grow as an educator. |
| | School Profile |
| Week 2 | E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i> |
| | Class Profile |

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| Week 3 | <p>Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i></p> <p>Site Support Provider Form</p> |
| Week 4 | <p>Progress Assessment by Site Support Provider</p> <p>Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i></p> |
| Week 5 | <p>E Journal 2</p> <p>Differentiation</p> |
| Week 6 | <p>A Complete Educational Assessment for a Student with M/M Disabilities</p> <p>Progress Assessment</p> |
| Week 7 | <p>E Journal 3</p> <p>Progress Assessment</p> |
| Week 8 | <p>Quarterly Assessment</p> <p>Mentor Evaluation</p> |

EDU 6818B- Special Education Clear Credential Candidate

| | Assessments |
|--------|---|
| Week 1 | <p>Professional Development Plan - The purpose of the professional development plan is to reflect on and improve your practice through collaborative inquiry, observation feedback, and your performance data. It is important to understand your responsibility for ongoing professional learning. Please fill this out to help you grow as an educator.</p> |
| Week 2 | <p>E Journal 1- <i>Submit first to your University Field Supervisor and then upload to Canvas</i></p> |

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| Week 3 | <p>Progress Assessment- <i>Completed by your University Field Supervisor but upload to canvas by the candidate</i></p> <p>Site Support Provider Form</p> |
| Week 4 | <p>Progress Assessment by Site Support Provider</p> <p>Site Support Provider/ Mentor Meeting Notes- <i>The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate. It may be the responsibility of the site principal in tandem with the District Office to assign the Intern Candidate a designated support provider. This person may be called a mentor site coach, a peer support provider, etc. This person becomes part of the collaborative team who engages with the Intern Candidate's University Field Supervisor and Seminar Instructor to assure the Intern Candidate's success as a teacher of record in his/her site placement. This person will also assist in helping the Candidate provide documentation of support for English Language Learners.</i></p> |
| Week 5 | <p>E Journal 2</p> <p>IEP Assignment</p> |
| Week 6 | <p>Completed Transition Plan</p> <p>Progress Assessment</p> |
| Week 7 | <p>E Journal 3</p> <p>Progress Assessment</p> |
| Week 8 | <p>Quarterly Assessment</p> <p>Mentor Evaluation</p> |

University Mentor Evaluations

CALIFORNIA SCHOOL OF EDUCATION GUIDEBOOK

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University Field Supervisor Evaluation

Please indicate your level of agreement or disagreement with the following statements regarding this term's field supervision experience.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) | Not Applicable (6) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| My university mentor maintains a regular schedule of observations and conferences. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observations and conferences scheduled with my field supervisor are an appropriate length of time. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My university mentor provides timely written follow-ups. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My university mentor provides helpful and applicable strategies and responses in those areas for which I sought assistance. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My university mentor provides guidance in instructional planning. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My university mentor provides guidance in the implementation, analysis and use of assessments. (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My university mentor identifies best practices for the advancement of English Language Learners. (7) | <input type="radio"/> |
| My university mentor identifies best practices for the advancement of my special needs students. (8) | <input type="radio"/> |
| My university mentor provides feedback and guidance on gender-fair learning environments, bias and attitudes observed and expressed in pedagogy. (9) | <input type="radio"/> |
| My university mentor provides workable strategies for classroom management. (10) | <input type="radio"/> |

Optional) Please share any additional comments or appreciations you have about your work with your field supervisor or about the field supervisor program generally.

Please select your school setting:

- elementary school (K-5) (1)
- middle school (6-8) (2)
- elementary and middle (K-8) (3)
- high school (9-12) (4)
- other (please specify below) (5) _____

Teacher Education Programs

Please indicate in which type of school you observe/teach.

- district public school (1)
- charter public school (2)
- private school (3)

Please select other professional affiliations below.

- Alliance College Ready (1)
- American Indian Public Charter Schools (AIPCS) (2)
- Aspire Public Schools (3)
- EnCorps (4)
- Green Dot Public Schools (5)
- Inner City Education Foundation (ICEF) (6)
- King Chavez Public Schools (KCPS) (7)
- Knowledge Is Power Program (KIPP) (8)
- Leadership Public Schools (LPS) (9)
- Teach for Tomorrow in Oakland (10)
- Partnerships to Uplift Communities (PUC) (11)
- Teach for America (TFA) (12)
- Other (please specify below) (13) _____
- None (I do not have a significant professional affiliation at this time) (14)

District Support Provider Evaluation of the Program

District Support Provider Program Evaluation

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Teacher Education Programs

Please indicate your level of agreement or disagreement with the following statements regarding this term's experience.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) | Not Applicable (6) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| The University Mentor reached out to me during the term. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The meeting times were set ahead of time and were meaningful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The candidate communicated well me during the term. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understood my role as a District Support Provider with the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Please indicate your level of agreement or disagreement with the following statements regarding this term's experience.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) | Not Applicable (6) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| The University Mentor reached out to me during the term. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The meeting times were set ahead of time and were meaningful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The candidate communicated well me during the term. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understood my role as a District Support Provider with the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

District Support Provider Evaluation

Please indicate your level of agreement or disagreement with the following statements regarding this term's field supervision experience.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) | Not Applicable (6) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| My Site Support Provider maintains a regular schedule of observations and conferences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observations and conferences scheduled with my Site Support Provider are an appropriate length of time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My Site Support Provider provides timely written follow-ups. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My Site Support Provider | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Teacher Education Programs

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|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| provides helpful and applicable strategies and responses in those areas for which I sought assistance. | | | | | | | |
| My Site Support Provider provides guidance in instructional planning. | <input type="radio"/> |
| My Site Support Provider provides guidance in the implementation, analysis and use of assessments. | <input type="radio"/> |
| My Site Support Provider identifies best practices for the advancement of English Language Learners. | <input type="radio"/> |
| My Site Support | <input type="radio"/> |

Teacher Education Programs

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| <p>Provider identifies best practices for the advancement of my special needs students.</p> | | | | | | | |
| <p>My Site Support Provider provides feedback and guidance on gender-fair learning environments, bias and attitudes observed and expressed in pedagogy.</p> | ○ | ○ | ○ | ○ | ○ | ○ | |
| <p>My Site Support Provider provides workable strategies for classroom management.</p> | ○ | ○ | ○ | ○ | ○ | ○ | |