

University Mentor Training

TERM 2- AUGUST 2018

Agenda

- ▶ Alliant
- ▶ University Mentor Requirements
- ▶ Payment
- ▶ Canvas Support Provider Site
- ▶ Questions????

About Alliant International University



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- ▶ 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



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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:

- ▶ **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.
- ▶ **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.
- ▶ **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.
- ▶ **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)



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

Unit Guiding Principles



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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 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

What is a University Mentor?



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- ▶ 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 Preliminary teaching credential.
- ▶ Click here for the [Job Description](#)

Teaching Performance Expectations



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TPE 1: Engaging and Supporting All Students in Learning

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

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

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

TPE 5: Assessing Student Learning

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

TPE 6: Developing as a Professional Educator

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

Required Documentation to be submitted to Candidates:



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	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
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

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.

- [Clinical Practice I Intern E Journals](#)
- [Clinical Practice III Intern E Journals](#)
- [Advanced Mentoring E Journals](#)
- [Clinical Practice III Student Teaching E Journals](#)

Progress Assessments

- ▶ University Mentors regularly assess Candidate performance during classroom observations, review of lesson plans and through formal E-Journal communications. They score Candidate proficiency in all domains.
- ▶ Please note that the candidate must fill out the entire top portion of the Progress Assessment document in order to receive credit.
- ▶ [Progress Assessment Form](#)
- ▶ [Progress Assessment Collaboration Form](#)

District Site Support Provider



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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.
- ▶ 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.
- ▶ [Support Provider Form](#)

Site Support Provider Meeting Notes



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- ▶ [Site Support Provider Meeting Notes Form](#)

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).
- ▶ [Quarterly Assessment Form](#)

Teaching Performance Expectations (TPAs)



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- ▶ If your Interns have questions about the TPAs please have them contact Dr. Beverly Palley bpalley@alliant.edu
- ▶ TPAs are not currently required for Education Specialist teachers

Weekly Assignments for Clinical Practice



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- ▶ [Special Education Clinical Practice I Intern Teaching](#)
- ▶ [Special Education Clinical Practice III Intern Teaching](#)
- ▶ [Special Education Clinical Practice III Student Teaching](#)
- ▶ [ECO Clinical Practice I Intern Teaching](#)
- ▶ [ECO Clinical Practice III Intern Teaching](#)
- ▶ [Standard Intern Clinical Practice I](#)
- ▶ [Standard Intern Clinical Practice III](#)
- ▶ [M/S and SS Student Teaching Clinical Practice III](#)

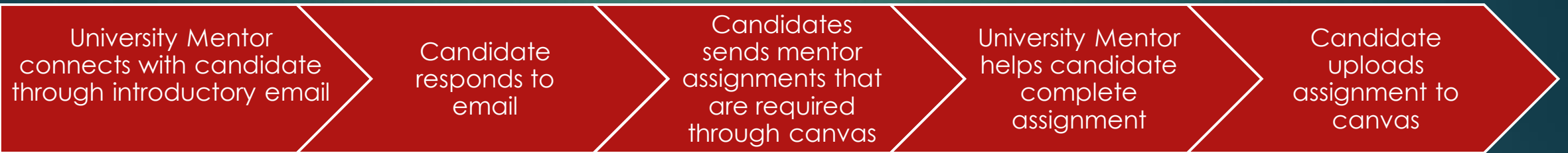
How Clinical Practice works...

Week 1	<ul style="list-style-type: none">• Send introduction email• Look over support provider handbook
Week 2	<ul style="list-style-type: none">• Set up a time for an observation or alternatively have the candidate send you a video tour of their classroom where they go over the rules and expectations of their classroom
Weeks 3-7	<ul style="list-style-type: none">• Complete the progress assessments, E journals, and site support provider meeting
Week 8	<ul style="list-style-type: none">• Make sure candidate submits all assignments, evaluations, etc..• Submit Payment forms (ICA, Invoice, W-9) to csoeinvoice@alliant.edu



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Suggested Protocol for Observation

Before the Observation:

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

After the Observation:

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

Payment Information



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Please make sure that you follow these instructions to ensure a timely payment at the end of the term!

Please turn in the items below by October 25th to ensure payment in a timely manner!

- ▶ Independent Contractor Agreement (ICA) - only required if you have not worked for Alliant previously
- ▶ Invoice - we only pay for three visits per term per candidate
- ▶ W-9 (only needs to be completed if you have not worked for Alliant previously!)
- ▶ **Please note: We do not pay for mileage!**

Canvas Support Provider Site



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<https://canvas.instructure.com/login/canvas>

- ▶ Create a free account
- ▶ Helpful hints and tips for mentoring

Questions



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- ▶ Please do not hesitate to reach out to me if you have any additional questions lfelson@alliant.edu (415) 310-7596