



Alliant International University
California School
of Education

Clinical Practice Handbook

Clinical Practice Handbook



Alliant International University

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ALLIANT INTERNATIONAL UNIVERSITY

HISTORY

Alliant International University gets its name from the merger of three legacy institutions: San Francisco Law

School founded in 1909, United States International University (USIU) founded in 1927, and the California School of Professional Psychology (CSPP) founded in 1969.

In 2001, USIU and CSPP merged, forming Alliant with San Francisco Law School (SFLS) joining in 2010. From 1909 through today, one constant remains: We specialize in preparing students for careers of impact through our model of academic rigor paired with hands-on training.

VALUES

Our Institutional values are embodied in the mantra of IMPACT.

✓ **Inclusion**

We are committed to inclusive, excellence; we value, include, and engage the rich diversity of the Alliant community.

✓ **Mentorship**

We foster learning, provide guidance, and create enabling environments that contribute to the success of the students, colleagues, and the University.

✓ **Passion**

We bring our enthusiasm, creativity, and authentic selves to work each day.

✓ **Accountability**

We are responsible stewards of University time and resources, work with integrity, and embrace the highest of standards.

✓ **Communication**

We are responsive, transparent, and respectful in our communication.

✓ **Teamwork**

We collaborate across all University domains to develop innovative and multifaceted solutions to student, organizational, and community needs.

OUR MISSION

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.

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

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.

OUR VISION

An inclusive world empowered by Alliant alumni.

ACCREDITATION

Alliant is accredited by the WASC Senior College and University Commission (WSCUC) and offers programs accredited by The American Psychological Association (APA), the California Commission on Teacher Credentialing (CTC), and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), among others.

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](#) and the graduate handbook is available on the Student and Faculty [Alliant Portal](#).



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CALIFORNIA SCHOOL OF EDUCATION (CSOE)

PURPOSE

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.

CSOE MISSION

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

CSOE VISION

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

CSOE 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 accomplished 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).

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L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

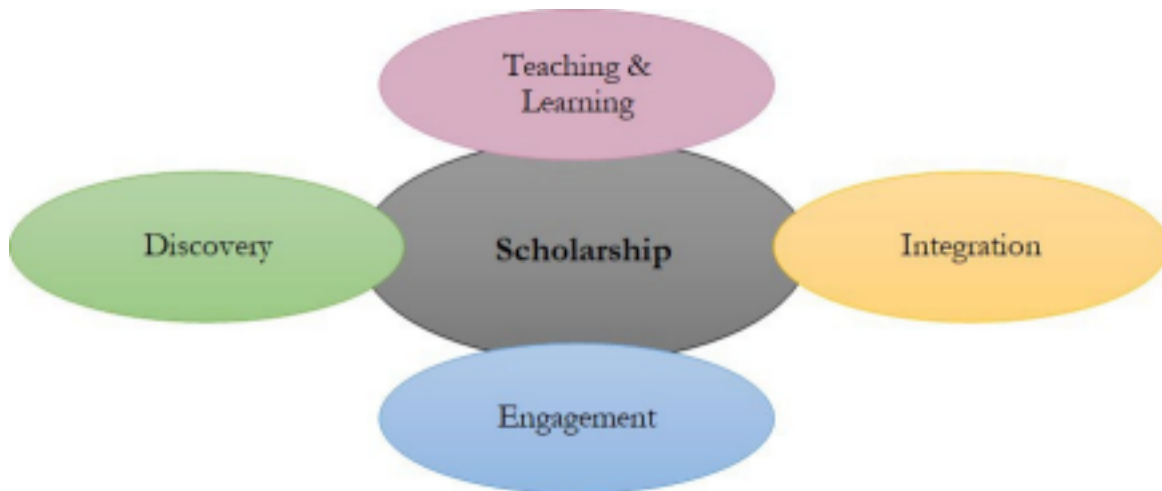
A=Application: Theory to Practice

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

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.

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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

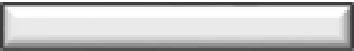
of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, 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).

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

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

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PROGRAM OVERVIEW

TEACHING CREDENTIAL PROGRAMS

A teacher knows that each student's road to success rarely looks the same. The professors at Alliant know this, too. That is exactly why we offer three distinct pathways to finishing your Single Subject, Multiple Subject, or Education Specialist – Mild to Moderate and Extensive Support Needs Teaching Credential.

Successful completion of the program will result in a Preliminary Credential.

Program Tracks:

Education Specialist – Mild to Moderate and Extensive Support Needs

There is a vital need for special education teachers in California's classrooms. The Preliminary Education Specialist Teaching Credential Degree Program offered by the California School of Education (CSOE) at Alliant International University will prepare you to become a special education teacher in K-12 classrooms, as well as within other instructional settings geared for children and adults up to age 22. You will serve as a vital ally to students with mild to moderate and extensive support disabilities and their families. **Multiple Subject**

At the California School of Education (CSOE), we believe that education is the great equalizer, and that every classroom should have a qualified teacher at the helm—regardless of the zip code. Our Preliminary Multiple-Subject Teaching Credential Program is for those who feel a calling to shape future generations as elementary school teachers in general education. This program prepares you to become a teacher-of-record in any self-contained Pre-K/T-K - 8 classroom within California, offering instruction and leadership so you can provide a well-rounded and comprehensive education to each and every student in your classrooms.

Single Subject

At the California School of Education (CSOE), we believe that education is the great equalizer, and that every classroom should have a qualified teacher at the helm—regardless of the zip code. Our Preliminary Single-Subject Teaching Credential Program allows future educators like yourself to specialize within a specific academic subject of expertise in California's middle and high schools and become the English, Math, or Science teacher who inspires the next generation of students and makes a lasting impact in our classrooms.

Program Pathways:

Beginner: Student Teaching

With this option, students complete four 8-week terms of unpaid student teaching placements under the guidance of a Master Teacher and Field Supervisor. This path is perfect for studying pedagogy and classroom application before starting your career as a full-time teacher-of-record.

Intermediate: Standard Intern Teaching

The intern teaching option lets you pursue your teaching certification in California or online while earning an income. You will be a salaried teacher-of-record for four terms, meaning you assume immediate and full teaching responsibility and management of the classroom. This option works best for those coming into the preparation program with more classroom teaching experience.

Advanced: Early Completion Intern Teaching Option

Simply put, the Early Completion Option is an abbreviated version of the Standard Intern Teaching path. You are a salaried teacher-of-record for four terms, but your program coursework is accelerated. For this option, it is highly recommended that you have previous classroom experience.

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 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.

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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 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 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. For more information, visit ctc.ca.gov.

TPE 7: Effective Literacy Instruction for All Students

Senate Bill 488 (Chap. 678, Stats. 2021) required the Commission on Teacher Credentialing (Commission) to update its literacy and reading standards for the preparation of teaching candidates and their corresponding Teaching Performance Expectations (TPEs). These sections of statute specify that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills are included as part of the minimum requirements for a Multiple Subject credential, Single Subject credential, and Education Specialist credentials and requires that the Commission's standards and Teaching Performance Expectations (TPEs) align with the current State Board of Education adopted [English Language Arts/English Language Development Framework](#) and incorporate the [California Dyslexia Guidelines](#).

Numerous courses were updated with new content and assignments to be fully compliant with the new Literacy TPE.

In addition, as of July 1, 2025, candidates will be required to pass the Literacy Performance Assessment in the edTPA. Please reach out to your edTPA coach for more information about this requirement.

Throughout your program, you will be learning about literacy diagnostic techniques and early intervention strategies. Multiple courses contain content and assignments related to literacy instruction and intervention. You will be expected to practice implementation of these instructional strategies during clinical practice.

For more information about the Literacy Standard, please visit [CTC's Literacy and Reading Instruction website](#).

7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at

risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills.⁶ Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide

supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

MM 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.

MM 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

MM 7.3 Collaborate with other service providers (e.g., general education teachers, speech language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

For more information, visit www.doe.in.gov.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- 1a:** Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 1b:** Pursue professional interests by creating and actively participating in local and global learning networks.
- 1c:** Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

- 2a:** Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2b:** Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students.
- 2c:** Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world.

Educators: **3a:** Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

3b: Establish a learning culture that promotes curiosity and critical examination of online resources and

fosters digital literacy and media fluency.

3c: Mentor students in safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property.

3d: Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

4a: Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

4b: Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

4c: Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally.

4d: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

5a: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

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5c: Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Educators:

6a: Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b: Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c: Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

6d: Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Educators:

7a: Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b: Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students, and inform instruction. **7c:** Use assessment data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.

For more information, visit www.iste.org

CLINICAL PRACTICE OVERVIEW

WHAT IS CLINICAL PRACTICE?

Clinical Practice is defined by the Commission on Teacher Credentialing (CTC) as follows:

Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with Field Work. Within the field based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

IS CLINICAL PRACTICE REQUIRED?

Clinical Practice is a requirement of all credential program sponsors in the state of California. In order to be in compliance with standards set forth by the Commission on Teacher Credentialing, every candidate enrolled in a program that leads to a teaching or services credential must take part in and successfully complete clinical practice.

The following two sections show the Clinical Practice Standards for California for both General Education (multiple subject and single subject) and Special Education.

CLINICAL PRACTICE STANDARDS FOR CALIFORNIA – GENERAL EDUCATION CALIFORNIA TEACHING PERFORMANCE STANDARD 3 –CLINICAL PRACTICE

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors

(also, may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

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

CLINICAL PRACTICE STANDARDS FOR CALIFORNIA – SPECIAL EDUCATION

PRELIMINARY EDUCATION SPECIALIST PROGRAM STANDARD 3 –CLINICAL

PRACTICE A. Organization of Clinical Practice Experiences

The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization. Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development. Candidates are provided with opportunities to

review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate. Candidates are able to observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co planning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching. Final student teaching shall consist of (400 hours) in the desired credential area. For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Preparation of Faculty and/or Site Supervisors and/or Program Directors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with an orientation to the program's expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.

C. Criteria for School Placements

Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity, and permit video capture for

D. Criteria for the Selection of District Employed Supervisors

(Also, may be known as the cooperating teacher, master teacher or on-site mentor)

The program should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of birth through age 22 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

WHY IS THIS IMPORTANT FOR YOU AS AN ALLIANT TEACHER CANDIDATE?

Not only is Clinical Practice a requirement per the state of California, it is essential to your development as a qualified teacher. Experience demonstrating your abilities will allow you to practice and develop your craft in a series of approved interactions and settings.

This handbook will serve as your guide for Clinical Practice as designed by Alliant International University.

New Teacher Candidates will be required to participate in a Clinical Practice Orientation upon entry into the program. This orientation is intended to assist candidates with reviewing and understanding the requirements of the Clinical Practice courses as well as map out a plan of action to successfully complete the program on time.

TEACHER PREPARATION ROADMAP

LINES OF COMMUNICATION

It is important to keep in frequent contact with the California School of Education (CSOE) faculty and staff. Not only are these key personnel responsible for the design and implementation of the program, but they are also available to answer your questions to ensure that you are on track and have the best possible program experience.

Depending on the question you have or information you need, it is important to direct your questions to personnel that can provide the best and timeliest response. The first line of communication between a Teacher Candidate and these key personnel should be as follows:

Should you require additional assistance, the following are the current contacts for this academic year:

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ASSURANCE FORMS

Assurance forms are designed to benefit both the Teacher Candidate as well as the university. These forms ensure that universities have documented evidence of important notifications Teacher Candidates need in order to succeed as enrolled members of the institution. Additionally, these forms allow Teacher Candidates the opportunity to confirm that they have received vital information for their chosen program pathway.

Assurance Forms are required for all Teacher Candidates and will be distributed for review and signature upon enrollment into the program.

The **expectations** outlined in the Assurance Forms are as follows:

Student Teaching Pathway:

I agree to the following statements:

I. I understand that I am unable to continue in this teacher education program until I have reviewed,

initialed, and signed off on this Student Teaching Assurance Form.

- II. I understand that I must coordinate with my Academic Advisor and follow the Program of Study.
- III. I understand that I must activate and use my Alliant email account for ALL correspondence.
- IV. I understand that I am expected to attend and participate in all classes as scheduled, on time, and to continue attending classes for the full duration of the course, regardless of modality.
- V. I understand that if I fail to attend a course for a consecutive 14-day period I will be automatically administratively withdrawn from the course.
- VI. I understand that I am expected to follow the appropriate **Map of Study** for my enrolled program in order to complete program requirements within the designated time frame. Additionally, I understand that taking courses out of the approved sequence is not recommended and availability of the additional courses is not guaranteed.
- VII. I understand that while enrolled in this program, I am required to complete a minimum of 600 hours of clinical practice, per California Commission on Teacher Credentialing (CCTC) policy.
- VIII. I understand that while setting up Classroom Observations during Clinical Practice I and II, I must confirm that the school/district has an active Memorandum of Understanding (MOU) with Alliant International University prior to any observation hours. I also understand that Clinical Practice I and II must take place in a school/district that is on the current MOU List and that new MOUs will not be considered for Classroom Observation purposes.
- IX. I understand that I must work with the Clinical Practice Placement Lead to secure placement for Clinical Practice III and IV. I also understand that I must confirm that the school/district has an active Memorandum of Understanding (MOU) with Alliant International University by the last day of Week 2 of Clinical Practice II.
- X. I understand that I must submit passing CSET scores to the Credential Analyst prior to enrolling in Clinical Practice III.
- XI. I understand that I must maintain a 3.0 Grade Point Average for all coursework. If my GPA falls below 3.0, I understand that I will be placed on Academic Probation and/or be dismissed from my program.
- XII. I understand that if I receive a grade of “F” in any course, the course must be repeated as determined by Student Evaluation Review Committee (SERC).

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- XIII. I understand that if I am not making adequate progress in my program and will be in danger of not passing any given course, I must inform my Master Teacher at my placement immediately.
- XIV. I understand that I must complete all Teaching Performance Assessments (TPAs) on or before the due date as identified by Pearson and Alliant International University. (*MS and SS = Required; Required for ES beginning T6 2021*)
- XV. I understand that I am expected to register for the Reading Instruction Competence Assessment (RICA) prior to CP III. Additionally, I understand that I must complete and pass the RICA prior to my final term. (*MS and ES Only*)
- XVI. I understand that while enrolled in the Student Teaching pathway, **Substitute Teaching** hours **do not** count toward my 600 clinical practice hours.
- XVII. I understand that while enrolled in the Student Teaching pathway, I am **not allowed** to be a Teacher-of-Record nor can I count employment as a teacher (substitute teaching, paraeducator, residency, etc.) toward my 600 clinical practice hours.

XVIII. I understand that should I need to change my school/district restriction at **any** point during the Teacher Education Student Teaching Credential Program, I **will not** use Substitute or paid hours towards my CP III & IV nor leave my current location until my District Change Request has been submitted and approved by the Clinical Practice Director and Teacher Education Program Director.

XIX. I understand that I must maintain consistent communication with my University Instructor/Mentor and Master Teacher throughout my time in the Student Teacher program pathway.

XX. I understand that my personal contact information (mailing address, email address, telephone number, etc.) must be kept current with Alliant International University at all times.

XXI. I understand that I am taking personal responsibility for complying with all institutional, program, and course requirements. In addition, I understand that I am responsible for complying with the policies and procedures of my clinical practice placement, including but not limited to applicable health and safety regulations. By signing this form, I am assuring that I have read the ***Student Teaching Welcome Packet*** and ***Clinical Practice Handbook*** and am willing to fully comply with program requirements.

XXII. I understand that should a medical emergency arise while I am enrolled in this program, I will inform my Academic Advisor at Alliant International University immediately. I understand that I cannot quit nor take a medical leave from my placement until I have written confirmation from Alliant International University.

XXIII. I understand that while enrolled in the Student Teacher program pathway, I will be expected to create an Individual Development Plan (IDP) that will bridge the program gap as I transition to an approved Induction Program after graduation.

XXIV. I understand that I will not be considered a “program completer” until all program and state requirements have been successfully met. Furthermore, I understand that this includes, but is not limited to: program coursework and assignments, edTPA, RICA, and valid CPR Cards.

XXV. I understand that if all program and state requirements have not been met by the end of Clinical Practice IV, I will be required to enroll in Advanced Mentoring. Additionally, I understand that Advanced Mentoring is not part of the general ***Map of Study*** for Alliant International University, and will, therefore, be an out-of-pocket expense and ineligible for financial aid.

XXVI. I understand that if I fail to adhere to these program expectations, I will be required to go through the Student Evaluation Review Committee (SERC) process with the possibility of dismissal from the teacher preparation program.

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XXVII. As per Executive Order (EO) Part B: Applicants Enrolling in a Teacher Preparation Program for 2020-2021 Academic Year

The EO suspends the CBEST and CSET for program entry and moves the requirement to prior to recommendation for the preliminary credential.

The statutory requirement for "candidates to have attempted CBEST prior to admission to the program and the program to use the data" has been suspended.

Therefore:

For applicants unable to take the examination from March 19, 2020, to August 31, 2020:

- Candidates must satisfy the basic skills requirement **prior to being recommended** for the preliminary credential
- Candidates must satisfy subject matter (CSET) **prior to being recommended** for the preliminary credential

I acknowledge and understand that I must fulfill or pass the required CBEST and CSET(s) California state requirement(s) prior to being recommended by Alliant International University for a preliminary

credential.

I further acknowledge and understand that failure to do so may result in the inability to apply for teaching positions until I am recommended for my preliminary credential.

Intern Pathway:

I agree to the following statements:

- I. I understand that my Intern Credential will not be applied for until I have reviewed, initialed, and signed off on this Intern Assurance Form.
- II. I understand that I must coordinate with my Academic Advisor and follow the Program of Study.
- III. I understand that I must activate and use my Alliant email account for ALL correspondence.
- IV. I understand that I am expected to attend and participate in all classes as scheduled, on time, and to continue attending classes for the full duration of the course, regardless of modality.
- V. I understand that if I fail to attend a course for a consecutive 14-day period, I will be automatically administratively withdrawn from the course.
- VI. I understand that I am expected to follow the appropriate ***Map of Study*** for my enrolled program in order to complete program requirements within the designated time frame. Additionally, I understand that taking courses out of the approved sequence is not recommended and availability of the additional courses is not guaranteed.

- VII. I understand that while enrolled in this program, I am required to complete a minimum of 600 hours of clinical practice, per California Commission on Teacher Credentialing (CCTC) policy.
- VIII. I understand that in order to be recommended for an Intern Credential, I must submit Employment Verification from a school/district on the current, active Memorandum of Understanding (MOU) List with Alliant International University prior to enrolling in my second term.
- IX. I understand that I must take and pass the required California Subject Examinations for Teachers (CSETs) prior to enrolling in my second term.
- X. I understand that I must maintain a 3.0 Grade Point Average for all coursework. If my GPA falls below 3.0, I understand that I will be recommended to the Student Evaluation Review Committee (SERC) with the possibility of being placed on academic probation and/or dismissed from my program
- XI. I understand that if I receive a grade of “F” in any course, the course must be repeated as determined by Student Evaluation Review Committee (SERC).
- XII. I understand that if I am not making adequate progress in my program and will be in danger of not passing any given course, I must inform my District Support Provider (DSP) at my school/district immediately.
- XIII. I understand that I must complete all Teaching Performance Assessments (TPAs) on or before the due date as identified by Pearson and Alliant International University. (*ECO = Required for admission; MS and SS = Required; Required for ES beginning T6 2021*)
- XIV. I understand that I am expected to register for the Reading Instruction Competence Assessment (RICA) prior to CP III. Additionally, I understand that I must complete and pass the RICA prior to my final term. (*MS and ES Only*)
- XV. I understand that while enrolled in the Intern pathway, I must be employed as Teacher of Record in the classroom and that these employed hours will count toward my 600 clinical practice hours.
- XVI. I understand that should I need to change my school/district restriction at **any** point during the Teacher Education Intern Credential Program, I **will not** look for a new teaching position nor leave my current teaching position until my District Change Request has been approved by the Credentialing Department.

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- XVII. I understand that I must maintain consistent communication with my University Instructor/Mentor and District Support Provider (DSP) throughout my time in the Intern program pathway.
- XVIII. I understand that my personal contact information (mailing address, email address, telephone number, etc.) must be kept current with Alliant International University at all times.
- XIX. I understand that I am taking personal responsibility for complying with all institutional, program, and course requirements. In addition, I understand that I am responsible for complying with the policies and procedures of my clinical practice school/district, including but not limited to applicable health and safety regulations. By signing this form, I am assuring that I have read the ***Intern Welcome Packet*** and ***Clinical Practice Handbook*** and am willing to fully comply with program requirements.
- XX. I understand that should a medical emergency arise while I am enrolled in this program, I will inform my Academic Advisor at Alliant International University immediately. I understand that I cannot quit nor take a medical leave from my school/district until I have written confirmation from Alliant International University.
- XXI. I understand that while enrolled in the Intern program pathway, I will be expected to create an Individual Development Plan (IDP) that will bridge the program gap as I transition to an approved Induction Program after graduation.
- XXII. I understand that I will not be considered a “program completer” until all program and state requirements have been successfully met. Furthermore, I understand that this includes, but is not limited

to: program coursework and assignments, edTPA, RICA, and valid CPR Cards.

XXIII. I understand that if all program and state requirements have not been met by the end of Clinical Practice IV, I will be required to enroll in Advanced Mentoring. Additionally, I understand that Advanced Mentoring is not part of the general **Map of Study** for Alliant International University, and will, therefore, be an out-of-pocket expense and ineligible for financial aid.

XXIV. I understand that if I fail to adhere to these program expectations, I will be required to go through the Student Evaluation Review Committee (SERC) process with the possibility of the invalidation of my intern credential and dismissal from the teacher preparation program.

XXV. As per Executive Order (EO) Part B: Applicants Enrolling in a Teacher Preparation Program for 2020-2021 Academic Year

The EO suspends the CBEST and CSET for program entry and moves the requirement to prior to recommendation for the preliminary credential.

The statutory requirement for "candidates to have attempted CBEST prior to admission to the program and the program to use the data" has been suspended.

Therefore:

For applicants unable to take the examination from March 19, 2020 to August 31, 2020:

- Candidates must satisfy the basic skills requirement **prior to being recommended** for the preliminary credential
- Candidates must satisfy subject matter (CSET) **prior to being recommended** for the preliminary credential

I acknowledge and understand that I must fulfill or pass the required CBEST and CSET(s) California state requirement(s) prior to being recommended by Alliant International University for a preliminary credential.

I further acknowledge and understand that failure to do so may result in the inability to apply for teaching positions until I am recommended for my preliminary credential.

PROFESSIONAL DISPOSITIONS CHECKLISTS

Throughout the educational experience with Alliant International University, Teacher Candidates should demonstrate growth in each of the CSOE Guiding Principles. These guiding principles are anchored in the belief that CSOE's mission is realized when Teacher Candidates are equipped with the skills to operationalize **LEAD**:

- **Leadership – Innovation with Accountability:** As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities •

Engagement – Active Learning: We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities

- **Application – Theory to Practice:** We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed
- **Dedication – Inclusive Excellence:** Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory.

Teacher Candidates will be assessed a *minimum* of three times per program and positive assessments will be required for successful program completion. During these assessments, the following dispositions will be measured:

• **LEADERSHIP:**

- Demonstrates social responsibility
- Exhibits ethical action
- Displays commitment to be an agent of change
- Expresses commitment to improve the lives of the community
- Prepares for change and welcomes new ideas
- Shows the ability to demonstrate innovation with accountability

• **ENGAGEMENT:**

- Expresses value of authentic engagement with communities and peers
- Exemplifies value of collaboration with communities and peers
- Demonstrations dedication to advancing communities
- Embraces diversity with a positive attitude
- Interacts with faculty, peers, and the community using receptive, professional communication
- Shows the ability to exemplify active learning

• **APPLICATION:**

- Shows understanding of what it means to be a reflective practitioner
- Incorporates theory into best teaching practices
- Utilizes knowledge that pedagogical preparation has honed
- Applies skills and dispositions from theory courses to the field
- Uses habits of inquiry while engaged in real-world practices
- Integrates the use of technology into clinical practice experiences
- Shows the ability to exemplify theory to practice

• **DEDICATION:**

- Develops courses and assignments that are engaging for all learners
- Designs engaging experiences that promote understanding of theories, concepts, and principles
- Establishes methodologies and approaches that are readily utilized for practice in the field
- Provides services to students while simultaneously making instructional decisions
- Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory
- Shows ability to establish inclusive intelligence

MOU PROCESS

Memorandums of Understanding (MOU) is an important part of the university-school/district partnership. This agreement between the partners documents both the responsibilities and liabilities of each party, especially when it comes to Clinical Practice. Whether you are beginning your Classroom Observations as a Student Teacher or entering the program as an employed Intern teacher-of-record, all settings in which Clinical Practice takes place MUST be within a school/district that has a current MOU with Alliant International University. Per the MOU, an intern will not displace certified employees in partnering districts.

It is your responsibility to review the [Active MOU List](#) **prior to accepting** an observation, student teaching, or intern assignment. If your school/district is NOT currently on the Active MOU List, you **must** go through the process of formally requesting a new MOU **prior** to entering the classroom. To begin an MOU request process, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#). This form is only accessible while using your Alliant student email address.

The status of the MOU for your school/district will be verified upon entry into **each** Clinical Practice course. Should it be discovered that you are currently participating in clinical practice in a school/district that does NOT have an active MOU with Alliant International University, you may be removed from the current Clinical Practice

course and unable to complete your hours within the given term.

PLACEMENT PROCESS – STUDENT TEACHING

✓ Clinical Practice I & II: Classroom Observations

Student Teacher Candidates are responsible for seeking out and securing their own Classroom Observation sites. Credential Analysts will clear candidates for participation in Clinical Practice courses. Candidates must ONLY seek schools/districts that are pre-approved and located on the Active MOU List. New MOUs will not be considered for Classroom Observation purposes.

✓ Clinical Practice III & IV: Student Teaching

Student Teacher Candidates are required to complete the Student Teaching Placement process, outlined in this handbook. This process begins while candidates are still enrolled in CP II and requires candidates to work closely with both the Placement Lead and Credential Analyst. Enrollment in CP III and IV requires completion and proof of all state-required documentation. New MOUs may be sought for CP III & IV placements; however, the full MOU process must be completed prior to the start of the CP course.

All Student Teacher Candidates are required to remain in compliance with the policies and procedures of their Clinical Practice placement, including but not limited to applicable health and safety regulations. Failure to do so may require Teacher Candidates to go through the Student Evaluation Review Committee (SERC) process with the possibility of dismissal from the teacher education program.

EMPLOYMENT PROCESS – STANDARD & ECO INTERNS

- ✓ Unlike Student Teachers, Interns are not *placed* in a school/district environment for the purpose of completing their clinical practice requirements. Instead, both Standard Interns and Early Completion Option Interns are required to seek and secure employment at a school/district and are under a signed contract as a teacher-of-record in the classroom. The school/district must be on the Active MOU List and, while new MOUs may be sought, the full MOU process must be completed prior to the start of CP I. Intern Teacher Candidates must have proof that all state-required documentation is on file with the Credential Analyst prior to enrolling in CP I.

All Intern Teacher Candidates are required to remain in compliance with the policies and procedures of their Clinical Practice school/district, including but not limited to applicable health and safety regulations. Failure to do so may require Teacher Candidates to go through the Student Evaluation Review Committee (SERC) process with the possibility of the invalidation of the intern credential and dismissal from the teacher education program.

EDTPA

All Teaching Credential Programs throughout the United States are required to include an assessment that measures pedagogical knowledge obtained throughout the program and how those concepts are exemplified in the classroom. This is commonly referred to as *theory-to-practice*. In order to measure candidates' abilities on a common scale, assessment tools were introduced. Alliant International University has adopted the edTPA for use in its Teaching Credential Program. Per the edTPA website at edtpa.com, this assessment is described as follows:

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans

designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

Currently, all Single Subject and Multiple Subject Teacher Candidates are required to participate in edTPA. Beginning Term 1 of 2021, Education Specialist - Mild to Moderate and Extensive Support Needs Teacher Candidates will be required to participate in edTPA as well.

It is important to stay on track with program completion and plan out your edTPA deadlines accordingly. **edTPA Tasks:**

Task 1: Planning

Task 2: Instruction

Task 3: Assessment

Single Subject Candidates:

✓ Complete Tasks 1 – 3 for your specific content area

Multiple Subject Candidates:

✓ Complete Tasks 1 – 3 for Literacy
+ Complete Mathematics Task 4 OR

✓ Complete Tasks 1 – 3 for Mathematics
+ Complete Literacy Task 4

Education Specialist Candidates:

✓ Complete Tasks 1 – 3 for Special Education

edTPA Deadlines:

✓ Register for edTPA by last day of
Week 2 of CP II

✓ Collect artifacts during CP III

✓ Submit assessment by due date posted in CP IV

INDIVIDUAL DEVELOPMENT PLAN

Per Standard 6 of the Educator Preparation Program Standards, Alliant International University works to ensure that program completers experience a seamless transition from their Preliminary Credential Program to their Induction Program. Standard 6 reads as follows:

Standard 6: Clear/Induction Transition Plan: Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program

and provided to the candidate for transmission to the clear/induction program.

Alliant International University provides a Pathway to Induction for all teacher candidates beginning in their first term with the *Professional Learning & Practice* course. This Pathway is created as an online portfolio through OneDrive, allowing teacher candidates to collect various examples of competency-based artifacts, goal-setting examples from clinical practice, evaluation forms, assessments, and surveys. This compilation will meet the standards for collaborations between Alliant International University, teacher candidate, course instructors/mentors, master teachers/district support providers, and the future induction program. Examples of items to consider adding to your Individual Development Plan Portfolio are as follows: ✓ ALL Capstone Documentation from the *Professional Learning & Practice* course

- ✓ 3 Competency-Based Artifacts (CBA) – i.e. a completed Lesson Plan, Remote Site Visit Preparation document, Reflection Worksheet, etc.
- ✓ 4 Observation Forms (from University Mentor and/or Master Teacher/District Support Provider)
- ✓ 2 Reflections and Goal Setting Guide
- ✓ 2 Alliant CSOE Guiding Principles Professional Disposition Checklists
- ✓ 2 Informal Meeting Reflections
- ✓ 1 Self-Evaluation Form
- ✓ 3 Student Teaching Log Sheets or Intern Support Log Sheets
- ✓ 1 Exit Survey
- ✓ 2 Teacher Performance Assessment (edTPA) Examples

ACCESSIBILITY

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, students are to contact the [Office of Accessibility](#) for information on appropriate policies and procedures. Students will need to self-identify as a person with a disability, requesting accommodations to the **Office of Accessibility**. Self-identification is required for all students attending a post-secondary institution that wish to receive accommodations.

Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the **Office of Accessibility** if they are not certain whether a medical condition/disability qualifies.

GRIEVANCE PROCESS

Alliant International University is committed to maintaining a University environment in which its members can live

and work in an atmosphere of acceptance, civility, and mutual respect for the rights, duties, and sensibilities of each individual. Occasionally, however, complaints or concerns arise, the timely resolution of which is important to maintaining the desired University atmosphere. The University will treat each complaint or concern seriously and attempts to resolve issues quickly and effectively using informal processes. Alliant encourages the prompt reporting of complaints so that a rapid response can be made, and appropriate action taken.

Students should use the guidelines and policies that follow if problems arise with Alliant staff, student support services, administrators, faculty, or other students.

The principles that underlie this policy and its related procedures are that:

- ✓ all students should receive fair and equitable treatment
- ✓ relationships among members of the campus community will be conducted with respect, professionalism, and honesty
- ✓ most problems can be resolved informally
- ✓ mistakes or omissions occur on occasion and need to be corrected. Often problems can be resolved quickly by identifying them to the appropriate person for correction or resolution
- ✓ students should take appropriate action as soon as they have a concern that is not being dealt with through the normal channels set up to address the area(s) of concern
- ✓ confidentiality will guide the grievance process to the extent practical and appropriate under the circumstances
- ✓ these guidelines and the University's values obligate everyone to proceed in candor and good
- ✓ faith at all times
- ✓ no students will be penalized for good faith efforts to resolve problems or concerns by using these guidelines and policies

Alliant International University prohibits unlawful discrimination in employment and in its educational programs and activities, including internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors, use of contractors and consultants, and in its admission or access thereto, on the basis of race, ethnicity, national origin or descent, color, creed, religion, socioeconomic status, sex, age, marital status, disability (including physical, disease, psychiatric or psychological disability), medical condition, pregnancy, veteran status, sexual orientation, gender identification or expression, or physical characteristics. The University will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations, and orders.

The following persons are designated to coordinate the University's responsibilities under the law and to ensure compliance with the University's policy against discrimination:

Amber Eckert, Vice President, Student Affairs

amber.eckert@alliant.edu

Melissa Rothmeyer, Interim Human Resources Director

melissa.rothmeyer@alliant.edu

These guidelines and policies are not intended to replace administrative judgment or academic freedom, but instead serve to facilitate the decision-making process in areas of concern or complaint.

(Additionally, there are formal policies and procedures for certain issues such as appeals about grades – see Alliant's catalogue – that are governed by specific processes that should be followed).

Informal Actions to Achieve Problem Resolution

The following steps represent the University's informal dispute resolution process and, as such, outside legal or other counsel may not be present for either the respondent or the complainant. If outside legal counsel becomes involved, the informal problem-solving process ceases.

Step One: Students should first attempt to solve the problem through direct discussion.

The University encourages discussion between the parties directly involved in a dispute, especially in the early stages. When first faced with a concern or problem regarding academic or administrative policy, procedure, decision, or conduct, students should first make a good faith attempt to resolve the problem through one or more discussions about the problem with the person(s) most directly involved.

Step Two: If discussion does not solve the problem, help should be sought.

If direct discussion does not solve the problem, or if the student would like additional help or support in continuing the resolution process, or needs advice about how to engage in a discussion about difficult issues, or just feels unsure about what next step to take, the Campus Director (CD) on the student's campus should be consulted.

The CD or designee on campus will assist students with this process. She/he will work to understand the problem and then will do one or more of the following:

- Provide consultation about next steps.
- Provide direct assistance if the problem is administrative.
- Refer the student to an appropriate academic advisor or administrator, or work with the student to get access to appropriate academic assistance or consultation if the issue is academically related.
- If multiple issues are involved, the CD can work to assemble all the appropriate parties to address the issue.

If discrimination or harassment is involved, the CD can assist with any safety issues, and ensure that the problem is reported appropriately. The CD is responsible for working collaboratively with students to identify the appropriate University resources to help them, and in administrative areas may be able provide direct support. The CD or others being worked with may request that information be provided in writing to assist with the resolution of the issue. The information below shows the various people who can provide help and support:

- **Campus Director:** Communications with staff, Basic service issues, Environmental issues (which may include questions about diversity and inclusion), Respectful treatment among community member, Registration, Facilities needs. If the person with whom the student is having difficulty is the Campus Director, student may alternatively contact the Associate Vice President of Student Experience.
- **Student Advisor, Faculty Member, Program Director or Dean:** Academic performance, Academic progress, Evaluation issues (excluding grades), Unethical behavior, Fear of retaliation, Comprehensive exams/preliminary exams/proficiency reviews, Classroom statements of prejudice, Field placement/-internships, Issues of culture, diversity, and inclusion
- **Human Resources:** Employee Harassment and/or Discrimination, a supervisor (if the student is working for the University), Employment conditions (if the student is working for the University)
- **Vice President of Student Affairs:** Student Harassment and/or Discrimination, Problem solving, including problems that are not getting solved, finding answers to complex or difficult questions, Facilitating difficult conversations

Issues regarding discrimination can also be reported to the Office of Civil Rights of the U.S. Department of Education, or the California Department of Fair Employment and Housing. Harassment complaints can also be made to a Program Director or Dean.

Formal Complaint Mechanism: Filing a Grievance

Students have the right to file a grievance, either initially or preferably after first having attempted to resolve the problem after using the steps and the various resources described above. All grievances must be filed within 180 calendar days of the alleged violation or the time at which the person making the complaint (the complainant) knew (or should have known) of the alleged violation. Failure to file a formal grievance within the 180-calendar-day period constitutes waiver of the right to file a grievance.

The student should discuss the grievance with the Campus Director. She/he will assist the student in determining whether the matter is grievable, and if so, in determining the appropriate grievance officer to address the matter. Grievable issues include:

- Unfair or unreasonable treatment by a staff or faculty member in relation to the discharge of University related duties
- Violation of a duly adopted University policy as described in the University's catalog, student handbooks, or other publications
- Harassment and/or discrimination under federal, state, or local law
- Unethical conduct according to recognized professional standards.

The following issues are not reviewable through the grievance process:

- An issue that would dispute the legitimate exercise of professional judgment by University faculty, administration, or staff
- The content of any policy or procedure currently in force at the University
- A student performance evaluation or grade for a course or field placement or for independent academic work under the supervision of a faculty member (grade appeals process applies)
- A decision regarding a student's academic status made by a duly designated administrative officer or committee
- A procedural or final decision of a previous complaint or grievance
- Any action taken more than 180 calendar days prior to a complaint or grievance.

The Campus Director will generally seek assistance from other University personnel in making a determination that the issue is grievable, and will normally inform the student of that decision within 10 business days except when the University is closed (e.g., for official holidays). If the grievance is against a faculty member, the CD will refer the complaint to the relevant academic dean or academic administrator.

If the problem is not permitted to be reviewed through the grievance procedure or other University policies that may apply, and, depending on the specific issue involved, the Campus Director will either review the complaint him- or herself, based on the specific area of responsibility and authority within which the complaint falls, or refer the complaint to the appropriate authority, generally, the student's Program Director, or Dean (if the issue is an academic one, in which case the Faculty Handbook procedures will apply) or to Human Resources when the issues concerns issues of employment. The Vice President of Student Services will respond to incidents of student discrimination or harassment.

The Campus Director will notify the student in writing of that referral. The University official designated to review the complaint will normally issue a ruling regarding the complaint within 60 working days and will provide the student, in writing, of the ruling. If more time is needed, the person handling the complaint will notify the student to that effect.

If the complaint concerns one of the designated Grievance Officers, it will be forwarded to the person's supervisor,

who then becomes the Grievance Officer for the case. Complaints regarding violation of professional ethical standards will be referred to the relevant committee on ethics.

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When a valid grievance is in process, any related action will normally be stayed until the grievance procedure is completed. However, when, in the opinion of the Grievance Officer, there is reasonable cause to believe that immediate action is needed for the health, safety, or welfare of the complainant or other members of the community or to avoid disruption of the academic process, the Grievance Officer will work with appropriate parties to take immediate interim appropriate actions. All parties will be informed in a timely manner and in writing of any such interim actions.

Roles and Responsibilities of the Grievance Officer:

- Records the date of the grievance as the date the complaint was determined to be reviewable as a grievance. • Provides the person against whom the grievance has been filed (“the respondent”) with a copy of the grievance and a copy of the grievance processing procedures.
- Provides a copy of the grievance procedure to the complainant and assists the complainant with information regarding the complainant’s right and responsibilities in the process of filing a grievance.
- Provides copies of the grievance to appropriate University personnel in a confidential manner for record keeping purposes only. When the person against whom the grievance is filed is another student, a copy of the complaint is filed with the Vice President of Student Affairs. When the respondent is a staff member, a copy of the complaint is filed with the Human Resources Office.

Process for Investigating the Complaint

The investigation generally shall include interviews with the parties if available, interviews with other witnesses as needed and a review of relevant documents as appropriate. Disclosure of facts to witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation and will be advised to refrain from discussing the pending investigation.

At any time during the investigation, the investigator may recommend that interim protections or remedies for the complainant or witnesses be provided by appropriate University officials. The University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, working or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts. Failure to comply with the terms of interim protections may be considered a separate violation of the policy prohibiting sexual misconduct.

The investigation shall be completed as promptly as possible and in most cases within 60 working days of the date the written complaint was received. In the event that an investigation cannot be completed within 60 days, the parties shall be notified in writing.

Generally, an investigation will result in a written report that, at a minimum, includes a statement of the allegations and issues, a summary of the information considered, findings of fact, and a determination by the investigator as to whether University policy has been violated. The standard of evidence in these cases is preponderance of the evidence. Preponderance of the evidence means that it is “more likely than not” that the respondent is responsible for the charged violation.

For issues that are formally grievable, there are two possible findings:

- Substantiated: It is more likely than not that the allegation is true

- Unsubstantiated: It is not possible to determine whether the allegation is true or untrue. There is insufficient evidence to prove or disprove that the allegation is true.

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No person shall make an allegation that he or she knows to be untrue or knowingly provide false information during the course of an investigation. Making a false complaint or giving false information is a violation of this policy and may be a basis for discipline, including expulsion or termination. Evidence of false complaints or false information shall be referred by the Grievance Officer to the appropriate University processes.

The report also may contain recommendation for actions to resolve the complaint, including but not limited to educational programs, counseling/coaching, mediation, remedies for the complainant, and a referral to disciplinary procedures, as appropriate. The report may be used as evidence in other related procedures, such as subsequent complaints, grievances, and/or disciplinary actions. If there is a finding of a policy violation, the University will refer the matter to the appropriate office for consideration of disciplinary action against the respondent. **Notification of Investigation Findings**

The complainant and the respondent shall be informed in writing of the completion of the investigation and the outcome of the investigation. The complainant shall be informed of the findings and of actions taken or recommended to resolve the complaint, if any, that are directly related to the complainant, such as a recommendation that the respondent not contact the complainant. If the alleged complainant is deceased as a result of such crime or offence, the next of kin of such complainant shall be treated as the alleged complainant for purposes of this notice.

The respondent shall be informed of the findings and of actions taken or recommended to resolve the complaint and shall be notified generally of referrals for disciplinary action and recommended disciplinary action.

Complainant and respondent(s) may request a copy of the investigative report pursuant to University policy governing privacy and access to personal information.

Copies of the investigative report will be provided to those University administrators, academic leaders, and supervisors who are directly responsible for implementing measures to correct and prevent discriminatory or harassing conditions.

Regardless of the method of resolution or the outcome, Complainant is at all times free to pursue a complaint with the Equal Employment Opportunity Commission, the California Civil Rights Commission, the United States Department of Education (Office for Civil Rights), the United States Department of Labor (Office of Federal Contract Compliance Programs), or by consulting a labor/employment attorney at her or his own expense.

For more information regarding Complaints or Grievances, please visit the following

resources: • [Complaint Process](#)

• [Problem Solving Procedures](#)

ROLES AND RESPONSIBILITIES

This handbook is designed to provide clarification of roles, responsibilities, and expectations of all those who are involved in the Clinical Practice process.

STUDENT TEACHING PATHWAY

Student Teachers are required to complete a minimum of 600 **unpaid** hours of Clinical Practice during their program. The evidence of these hours is collected in logs during each 8-week Clinical Practice course and it is the responsibility of the Student Teacher to upload this evidence to Canvas.

Key Roles

- ✓ **Student Teacher:** Candidate enrolled in the Student Teaching Track at Alliant International University.
- ✓ **Master Teachers:** Credentialed teachers that will directly work with the Student Teacher Candidate during Clinical Practice I & II and then supervise the Student Teacher Candidate during Clinical Practice III & IV. ✓
- University Mentor:** Instructors in charge of Clinical Practice courses.
- ✓ **Alliant International University Staff:** Key team members dedicated to providing assistance throughout the Clinical Practice process, including:
 - **Placement Lead:** Staff member in charge of placing Student Teaching candidates at approved school sites for Clinical Practice III and IV
 - **Accountability & Compliance Officer:** Staff member that oversees the MOU Process
 - **Credential Analysts:** Staff members that oversee eligibility of Candidates to move on to each phase of Clinical Practice and submit recommendations for the Preliminary Credential upon successful completion of the program.

Support System:**• Working with Alliant International University Staff:****Building Relationships:**

- Student Teachers are required to go through a placement process for their respective Clinical Practice courses. While going through this process, Student Teachers must review the “Active MOU for Students” list, identify a school district/charter school at which Clinical Practice I and II will take place, and approach the chosen school site to set up observation placements. There are key Alliant staff members to assist with Student Teaching placements for Clinical Practice III and IV. Student Teachers must be proactive and make sure these placements are set well ahead of time. Additionally, Student Teachers must ensure that the school and/or district in which they are completing their clinical practice is approved and appears on the Active MOU List.

• Working with Master Teachers:

- Student Teachers are expected to build a collaborative relationship with the Master Teachers. Each level of Clinical Practice is designed to build upon itself, and Master Teachers play a key role within every phase. Student Teachers must ensure that Master Teachers are qualified to serve in the role as a Master Teacher. Throughout each Clinical Practice phase, Master Teachers will complete observations of teaching observation and practice, facilitate guides and supervised teaching, co-plan, and partake in various meetings (grade-level, professional learning communities, department, etc.). It is the responsibility of the Student Teacher to remain in frequent communication with the Master Teacher.

• Working with University Mentors:

- Student Teachers are expected to be in frequent communication with their Clinical Practice Instructor, also known as the University Mentor. Through each Clinical Practice Course, University Mentors will complete video observations of teaching practice as well as analyze and grade Student Teacher work. Student Teachers are required to submit their weekly logs, lesson plans, videos, etc. complete and on time. All logs must show total hours as well as a valid Master Teacher signature in order to be considered complete.

Overview of Coursework Responsibilities:**✓ Clinical Practice I: Planning**

- **Purpose:** Classroom Observation
- **Required Hours:** 60
- **Course Duration:** 8 weeks
- **Description:** Observe a Master Teacher within various learning environments. This presents opportunities to see instructional strategies, approaches, and practices in real time and demonstrating instructional practices which may and/or may not support your current teaching, behavior, or classroom philosophies. This first phase of Clinical Practice is intended to introduce Student Teaching Candidates to the basic functions, organization, and management of a classroom environment.

**Education Specialist – Mild to Moderate and
Extensive Support Needs:**

Observe teaching environments within the Mild to Moderate and Extensive Support Needs disability area.

- **Multiple Subject:** Observe a variety of lessons in all subject areas and at all grade levels.
- **Single Subject:** Observe a variety of lessons within your subject area, delivered in middle and high school classrooms. Additionally, observe content area within your subject that falls under a specific niche, such as Biology or Trigonometry, as well as advanced placement courses.
- **Communication:** During this course, it is vital that you maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **Master Teacher:** You will work with the Master Teacher to establish a classroom observation calendar during CP I. It is your responsibility to meet the expectations of these classroom observation visits and to come to each session prepared to take notes, obtain necessary signatures, and dress professionally.
 - **Alliant Staff – Placement Lead:** You must complete the [Clinical Practice I & II Tracking Form](#) immediately upon beginning CP I. The Placement Lead will verify that you are completing your classroom observations in an approved setting. This setting must be within a school or district that currently holds a Memorandum of Understanding (MOU) with Alliant International University.
 - **Alliant Staff – Credential Analysts:** As you pass state-required exams, you must submit passing score sheets to your Credential Analyst so that your file will remain current.

✓ Clinical Practice II: Teaching & Learning

- **Purpose:** Classroom Observation
- **Required Hours:** 60
- **Course Duration:** 8 weeks
- **Description:** Continue to observe a Master Teacher within various learning environments. This presents opportunities to see instructional strategies, approaches, and practices in real time and demonstrating instructional practices which may and/or may not support your current teaching, behavior, or classroom philosophies. This second phase of Clinical Practice is intended to build upon Clinical Practice I, allowing a more seasoned Student Teaching Candidate the opportunity to

see the classroom observation experience from an experienced viewpoint.

▪ **Education Specialist – Mild to Moderate and**

Extensive Support Needs:

Observe teaching environments within the Mild to Moderate and Extensive Support Needs disability area.

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▪ **Multiple Subject:** Observe a variety of lessons in all subject areas and at all grade levels.

This term of classroom observations must take place in a school or district different from that of Clinical Practice I.

▪ **Single Subject:** Observe a variety of lessons within your subject area, delivered in middle and high school classrooms. Additionally, observe content area within your subject that falls under a specific niche, such as Biology or Trigonometry, as well as advanced placement courses.

○ **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:

▪ **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.

▪ **Master Teacher:** You will work with the Master Teacher to establish a classroom observation calendar during CP II. It is your responsibility to meet the expectations of these classroom observation visits and to come to each session on time and prepared to take notes, obtain necessary signatures, and dress professionally.

▪ **Alliant Staff – Placement Lead:** You must complete the [Clinical Practice I & II Tracking Form](#) immediately upon beginning CP II, even if your information has not changed since CP I. The Placement Lead will verify that you are completing your classroom observations in an approved setting. This setting must be within a school or district that currently holds an MOU with Alliant International University.

▪ **Alliant Staff – Credential Analysts:** As you pass state-required exams, you must continue to submit passing score sheets to your Credential Analyst so that your file will remain current.

**IMPORTANT
ACTIONS
NEEDED**

TRANSITIONING FROM CP II TO CP III

✓ Clinical Practice III: Assessment

- **Purpose:** Student Teaching (Co-Teaching/Solo Teaching)
- **Required Hours:** 240
- **Course Duration:** 8 weeks
- **Description:** Under the direct guidance of a Master Teacher, you will assume the role as a classroom teacher. By working directly with the Master Teacher during this course, you will begin to use instructional strategies, approaches, and practices you observed during Clinical Practice I and Clinical Practice II. This third phase of Clinical Practice is intended to build upon Clinical Practices I and II, giving the Student Teaching Candidate the opportunity to create and teach lessons while working toward the goal of co-teaching and/or solo teaching.

REQUIRED: Last 2 weeks of term MUST be solo teaching or co-teaching

Education Specialist – Mild to Moderate and**Extensive Support Needs:**

Under the supervision of a credentialed Education Specialist, work toward co-teaching and/or solo teaching within the Mild to Moderate and Extensive Support Needs disability area.

- **Multiple Subject:** Under the supervision of a credentialed Multiple Subject teacher, work toward co-teaching and/or solo teaching in a self-contained or CORE classroom.
- **Single Subject:** Under the supervision of a credentialed Single Subject teacher, work toward co-teaching and/or solo teaching in a departmentalized classroom within your subject area.
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:

- **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
- **Master Teacher:** You will work with the Master Teacher to establish a co-teaching calendar during CP III. It is your responsibility to ensure that you are working with your Master Teacher to take on more and more responsibilities within the classroom. By the end of this 8-week term, you will be required to take on the responsibility of the classroom co teacher and/or solo-teacher.
- **Alliant Staff**
 - **Placement Lead:** You must complete the Student Teaching Application Form and submit it to the Placement Lead for processing.
 - **Accountability & Compliance Officer:** If your school/district is not present on the Active MOU List, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#) for processing. You will not be able to complete your Clinical Practice III in a school/district setting that does not have an active MOU with Alliant.
 - **Credential Analyst:** You must provide the required documents to your Credential Analyst. These documents will be used to confirm your eligibility to serve as a teacher in the classroom as well as to provide evidence of all program and state requirements for your chosen program track.

✓ **Clinical Practice IV: Reflection & Professional Responsibility**

- **Purpose:** Student Teaching (Co-Teaching/Solo Teaching)
- **Required Hours:** 240
- **Course Duration:** 8 weeks
- **Description:** Under the direct guidance of a Master Teacher, you will continue to assume the role as a classroom teacher. By working directly with the Master Teacher during this course, you will continue to use instructional strategies, approaches, and practices you observed during Clinical

Teaching Candidate the opportunity to perfect and teach lessons while working toward the culminating goal of solo teaching.

REQUIRED: Last 2 weeks of term MUST be solo teaching (or co-teaching if the candidate feels that additional support is necessary).

▪ **Education Specialist – Mild to Moderate and**

Extensive Support Needs: Under the supervision of a credentialed Education Specialist, continue to work toward solo teaching within the Mild to Moderate and Extensive Support Needs disability area.

▪ **Multiple Subject:** Under the supervision of a credentialed Multiple Subject teacher, continue to work toward solo teaching in a self-contained or CORE classroom.

▪ **Single Subject:** Under the supervision of a credentialed Single Subject teacher, continue to work toward solo teaching in a departmentalized classroom within your subject area.

○ **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:

▪ **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.

▪ **Master Teacher:** You will work with the Master Teacher to establish a co-teaching calendar during CP IV. It is your responsibility to ensure that you are working with your Master Teacher to take on more and more responsibilities within the classroom. By the end of this 8-week term, you will be required to take on the responsibility of the classroom co teacher, preferably as a solo-teacher.

▪ **Alliant Staff**

• **Placement Lead:** You must complete the Student Teaching Application Form and submit it to the Placement Lead for processing.

• **Accountability & Compliance Officer:** If your school/district is not presently on the Active MOU List, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#) for processing. You will not be able to complete your Clinical Practice IV in a school/district setting that does not have an active MOU with Alliant.

• **Credential Analyst:** You must provide the required documents to your Credential Analyst. These documents will be used to confirm your eligibility to serve as a teacher in the classroom as well as to provide evidence of all program and state requirements for your chosen program track.

Program Completion:

Upon successful completion of the Student Teaching Program Pathway, eligible program completers will earn a Preliminary Teaching Credential.

Completion of the Student Teaching Program Pathway includes, but is not limited to:

✓ Completion of all program and state-required pedagogical coursework

✓ Completion of all program and state-required clinical practice coursework and hours

- ✓ Completion of all program and state-required assessments
- ✓ Proof of bachelor's degree from a regionally accredited college/university reflected on an original official transcript. Copies are not accepted for this requirement.
- ✓ Proof of Certificate of Clearance
- ✓ Proof of passing scores for the Basic Skills Requirement
- ✓ Proof of subject matter competency through CSET or approved program
- ✓ Proof of US Constitution requirement through approved coursework or examination

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- ✓ Proof of CPR Certification authorizing Infant, Child, and Adult CPR
- ✓ Technology course or exam completed in full
- ✓ Completion of Individualized Development Plan
- ✓ Proof of passing edTPA
- ✓ Proof of passing RICA scores, if applicable
- ✓ Zero Tuition Balance

STANDARD INTERN PATHWAY

Standard Interns are required to complete a minimum of 600 **paid** hours of Clinical Practice during their program. In addition, Standard Interns are required to complete a *minimum* of 189 hours of support, mentoring, and supervision per academic year. These additional hours are identified as 144 hours of general support, mentoring, and supervision PLUS an additional 45 hours of English-Learner-specific support, mentoring, and supervision. The evidence of these hours is collected on an Intern Support/Supervisor Log during each phase of Clinical Practice and it is the responsibility of the Standard Intern to upload this evidence to Canvas.

Key Roles

- ✓ **Standard Intern:** Candidate enrolled in the Standard Intern Track at Alliant International University.
- ✓ **Credential Analysts:** Alliant staff members that are responsible for submitting recommendations to the California Commission on Teacher Credentialing to ensure that teachers have met all state and program requirements for the appropriate credential document.
- ✓ **District Support Provider (DSP):** Credentialed teacher that will directly supervise the Standard Intern at their school site during all phases of Clinical Practice. The DSP must hold a current, clear credential in the same content area being pursued by the Standard Intern as well as three (3) years of teaching experience. ✓
- University Mentor:** Instructors in charge of Clinical Practice courses.
- ✓ **Alliant International University Staff:** Key team members are dedicated to providing assistance throughout the Clinical Practice process.

Support System:**Building Relationships:****• Working with Alliant International University Staff:**

- Standard Interns are required to secure employment as a teacher-of-record at a partnering district. Prior to gaining eligibility to enter Clinical Practice I, Standard Interns must review the “Active MOU for Students” list, identify a school district/charter school at which they would like to seek employment, and secure the teaching assignment with the approved school/district. Once employment is secured and all pre-requisites have been completed, Credential Analysts will recommend eligible candidates for their Standard Intern Credential. Should the Standard Intern require assistance during this process, there are key Alliant staff members available to assist. Potential Standard Interns should be proactive and make sure to secure a job and complete any pre requisites by the beginning of Clinical Practice I.

• Working with District Support Providers:

- Standard Interns are expected to build a collaborative relationship with the District Support Provider. The support provider at the school/district level may be one or more of many people – i.e. Mentor Teacher, District Supervisor, Site Administrator, etc. Clinical Practice at the Intern level is based in an employment environment. Standard Interns are required to be employed as teacher of-record in the classroom and will be continuously supervised and mentored by faculty, administrators, etc. It is the responsibility of the Standard Intern to remain in constant communication with their District Support Provider(s) at all times.

• Working with University Mentors:

- Standard Interns are expected to be in frequent communication with their Clinical Practice Instructor, also known as the University Mentor. Standard Interns are required to fully complete and submit their weekly logs, lesson plans, videos, etc. thoroughly and on time. All logs must show total hours as well as a valid District Support Provider signature in order to be considered complete.

Coursework Responsibilities Overview:**✓ Clinical Practice 1: Planning**

- **Purpose:** Early Field Experiences/Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Begin working as a teacher of record in a partnering school district. Working closely with the District Support Provider and University Mentor, you will develop a Professional Development Plan, goals, and learning objectives necessary to successfully manage a classroom environment. Working closely with this collaborative team, the goal of this phase of Clinical Practice is to establish the foundation necessary to promote the success of the Intern as teacher-of-record in their own classroom.
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** Secure a position as teacher-of-record within the Mild to Moderate and Extensive Support Needs disability area.
 - **Multiple Subject:** Secure a position as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Secure a position as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** As Teacher-Of-Record, you will be responsible for your own class of students. The District Support Provider is your immediate resource, available to you at a moment's notice. Typically, the District Support Provider will be a fellow teacher or administrator within the same school campus. Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success. By the end of this 8-week term, you will have a routine in place that will enable you to oversee the management of your own classroom, while knowing where to seek assistance when necessary.
- **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP I. The Placement Lead will verify that you are employed in an approved setting. This setting must be within a school or district that currently holds a Memorandum of Understanding (MOU) with Alliant International University.
 - **Accountability & Compliance Officer:** If your school/district is not present on the Active MOU List, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#) for processing. You will not be able to

complete your Clinical Practice requirements in a school/district setting that does not have an active MOU with Alliant.

- **Credential Analyst:** You must provide the required state and university documents to your Credential Analyst. These documents will be used to confirm your eligibility to serve as a teacher in the classroom as well as to provide evidence of subject matter competency for your chosen program track.

✓ **Clinical Practice 2: Teaching & Learning**

- **Purpose:** Teacher of Record

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- **Required Hours:** 198 (Minimum)

- **CTC-Required Clinical Practice Hours:** 150
- **Additional Hours of Support and Supervision Intern Track:** 36
- **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** Continue working as teacher-of-record within the Mild to Moderate and Extensive Support Needs disability area.
 - **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.
 - **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP II. The Placement Lead will verify that you are still employed in an approved setting.
 - **Credential Analyst:** You must continue to provide the required state and university documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.
 - **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

✓ **Clinical Practice 3: Assessment**

- **Purpose:** Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12

- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** Continue working as teacher-of-record within the Mild to Moderate and Extensive Support Needs disability area.
 - **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).

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- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:

- **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
- **District Support Provider:** Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.
- **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP III. The Placement Lead will verify that you are still employed in an approved setting.
 - **Credential Analyst:** You must continue to provide the required state and university documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.
 - **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

✓ **Clinical Practice 4: Reflection & Professional Responsibility**

- **Purpose:** Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** Continue working as teacher-of-record within the Mild to Moderate and Extensive Support Needs disability area.
 - **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** Should you need assistance, it is your responsibility to

immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.

- **Alliant Staff**

- **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP IV. The Placement Lead will verify that you are still employed in an approved setting.
- **Credential Analyst:** You must continue to provide the required state and university documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.

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- **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If

there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

Program Completion:

Upon successful completion of the Standard Intern Program Pathway, eligible program completers will earn a Preliminary Teaching Credential.

Completion of the Standard Intern Program Pathway includes, but is not limited to:

- ✓ Completion of all program and state-required pedagogical coursework
- ✓ Completion of all program and state-required clinical practice coursework and hours
- ✓ Successful completion as a teacher-of-record under an Intern Credential
- ✓ Completion of all program and state-required assessments
- ✓ Proof of bachelor's degree from a regionally accredited college/university reflected on an original official transcript. Copies are not accepted for this requirement.
- ✓ Proof of Certificate of Clearance
- ✓ Proof of passing scores for the Basic Skills Requirement
- ✓ Proof of subject matter competency through CSET or approved program
- ✓ Proof of US Constitution requirement through approved coursework or examination
- ✓ Proof of CPR Certification authorizing Infant, Child, and Adult CPR
- ✓ Technology course or exam completed in full
- ✓ Completion of Individualized Development Plan
- ✓ Proof of passing edTPA
- ✓ Proof of passing RICA scores, if applicable
- ✓ Zero Tuition Balance

EARLY COMPLETION OPTION INTERN PATHWAY

Early Completion Option (ECO) Interns are required to complete a minimum of 600 **paid** hours of Clinical Practice during their program. In addition, ECO Interns are required to complete a *minimum* of 189 hours of support, mentoring, and supervision per academic year. These additional hours are identified as 144 hours of general support, mentoring, and supervision PLUS an additional 45 hours of English-Learner-specific support, mentoring, and supervision. The evidence of these hours is collected on an Intern Support/Supervisor Log during each phase of Clinical Practice and it is the responsibility of the Standard Intern to upload this evidence to Canvas.

Key Roles

- ✓ **ECO Intern:** Candidate enrolled in the Early Completion Option Intern Track at Alliant International University.
- ✓ **Credential Analysts:** Alliant staff members that are responsible for submitting recommendations to the California Commission on Teacher Credentialing to ensure that teachers have met all legal requirements for the appropriate credential document.
- ✓ **District Support Provider:** Credentialed teacher that will directly supervise the ECO Intern at their school site during all phases of Clinical Practice.
- ✓ **University Mentor:** Instructors in charge of Clinical Practice courses.
- ✓ **Alliant International University Staff:** Key team members dedicated to providing assistance throughout the Clinical Practice process.

Support System:**Building Relationships:****• Working with Alliant International University Staff:**

○ ECO Interns are required to secure employment as a teacher-of-record at a partnering district. Prior to gaining eligibility to enter Clinical Practice I, ECO Interns must review the “Active MOU for Students” list, identify a school district/charter school at which they would like to seek employment, and secure the teaching assignment with the approved school/district. Once employment is secured and all pre-requisites have been completed, Credential Analysts will recommend eligible candidates for their Intern Credential. Should the ECO Intern require assistance during this process, there are key Alliant staff members available to assist. Potential ECO Interns should be proactive and make sure to secure a job and complete any pre-requisites by the

beginning of Clinical Practice I. • Working with District Support Providers:

- ECO Interns are expected to build a collaborative relationship with the District Support Provider. The support provider at the school/district level may be one or more of many people – i.e. Mentor Teacher, District Supervisor, Site Administrator, etc. Clinical Practice at the Intern level is based in an employment environment. ECO Interns are required to be employed as teacher-of-record in the classroom and will be continuously supervised and mentored by faculty, administrators, etc. It is the responsibility of the ECO Intern to remain in constant communication with their District Support Provider(s) at all times.

• Working with University Mentors:

- ECO Interns are expected to be in frequent communication with their Clinical Practice Instructor, also known as the University Mentor. ECO Interns are required to fully complete and submit their weekly logs, lesson plans, videos, etc. thoroughly and on time. All logs must show total hours as well as a valid District Support Provider signature in order to be considered complete.

Coursework Responsibilities Overview:

✓ **Clinical Practice 1: Planning**

- **Purpose:** Early Field Experiences/Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Begin working as a teacher of record in a partnering school district. Working closely with the District Support Provider and University Mentor, you will develop a Professional Development Plan, goals, and learning objectives necessary to successfully manage a classroom environment. Working closely with this collaborative team, the goal of this phase of Clinical Practice is to establish the foundation necessary to promote the success of the Intern as teacher-of record in their own classroom.
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** ECO Interns are not authorized to take part in the Education Specialist- Mild to Moderate and Extensive Support Needs Program Track.
 - **Multiple Subject:** Secure a position as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Secure a position as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** As Teacher-Of -Record, you will be responsible for your own class of students. The District Support Provider is your immediate resource, available to you at a moment's notice. Typically, the District Support Provider will be a fellow teacher or administrator within the same school campus. Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success. By the end of this 8-week term, you will have a routine in place that will enable you to oversee the management of your own classroom, while knowing where to seek assistance when necessary.
- **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP I. The Placement Lead will verify that you are employed in an approved setting. This setting must be within a school or district that currently holds a Memorandum of Understanding (MOU) with Alliant International University.
 - **Accountability & Compliance Officer:** If your school/district is not present on the Active MOU List, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#) for processing. You will not be able to complete your Clinical Practice requirements in a school/district setting that does not have an active MOU with Alliant.

- **Credential Analyst:** You must provide the required state and university documents to your Credential Analyst. These documents will be used to confirm your eligibility to serve as a teacher in the classroom as well as to provide evidence of 1) subject matter competency for your chosen program track, and 2) the ability to take part in the advance ECO Intern program pathway.

✓ **Clinical Practice 2: Teaching & Learning**

- **Purpose:** Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** ECO Interns are not authorized to take part in the Education Specialist- Mild to Moderate and Extensive Support Needs Program Track.
 - **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.
- **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP II. The Placement Lead will verify that you are still employed in an approved setting.
 - **Credential Analyst:** You must continue to provide the required state and university documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.
 - **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If

there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

✓ **Clinical Practice 3: Assessment**

- **Purpose:** Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).

▪ **Education Specialist – Mild to Moderate and**

Extensive Support Needs: ECO Interns are not authorized to take part in the Education Specialist- Mild to Moderate and Extensive Support Needs Program Track.

- **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE

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classroom setting.

- **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).

- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to ensure that your assignments are completed and submitted thoroughly and on time.
 - **District Support Provider:** Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.
 - **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP III. The Placement Lead will verify that you are still employed in an approved setting.
 - **Credential Analyst:** You must continue to provide the required state and university documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.
 - **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

✓ **Clinical Practice 4: Reflection & Professional Responsibility**

- **Purpose:** Teacher of Record
- **Required Hours:** 198 (Minimum)
 - **CTC-Required Clinical Practice Hours:** 150
 - **Additional Hours of Support and Supervision Intern Track:** 36
 - **Additional Hours of English Learner Support & Supervision for Intern Track:** 12
- **Course Duration:** 8 weeks
- **Description:** Continue working as teacher-of-record in a partnering school district. Working closely with your support team, steadily continue to apply the pedagogical knowledge obtained in your courses to real-world circumstances in your classroom (theory-to-practice).
 - **Education Specialist – Mild to Moderate and Extensive Support Needs:** ECO Interns are not authorized to take part in the Education Specialist- Mild to Moderate and Extensive Support Needs Program Track.
 - **Multiple Subject:** Continue working as teacher-of-record in a self-contained or CORE classroom setting.
 - **Single Subject:** Continue working as teacher-of-record in a departmentalized classroom setting based on the chosen subject area (i.e. Math, Science, English, etc.).
- **Communication:** During this course, it is vital that you continue to maintain constant communication with your support system:
 - **University Mentor:** Maintaining communication with your course instructor will allow you to have all the necessary course updates throughout the term. It is your responsibility to

ensure that your assignments are completed and submitted thoroughly and on time.

- **District Support Provider:** Should you need assistance, it is your responsibility to immediately communicate these needs to your District Support Provider and to set up frequent meetings/check-ins to ensure your success.
- **Alliant Staff**
 - **Placement Lead:** You must complete the [Intern/ECO Tracking Form](#) immediately upon beginning CP IV. The Placement Lead will verify that you are still employed in an approved setting.
 - **Credential Analyst:** You must continue to provide the required state and university

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documents and passing test scores to your Credential Analyst. These documents will be used to confirm your progress toward program completion.

- **PLEASE NOTE:** As an employed, teach-of-record, your school site and school district should not change at any point throughout your Clinical Practice courses. If there is a change in your employment status, you must contact [Alliant Staff](#) immediately as it may affect your continuation in the program.

Program Completion:

Upon successful completion of the ECO Intern Program Pathway, eligible program completers will earn a Preliminary Teaching Credential.

Completion of the ECO Intern Program Pathway includes, but is not limited to:

- ✓ Proof of passing edTPA, as required upon enrollment
- ✓ Proof of passing appropriate Assessment of Professional Knowledge (APK) exam, as required during enrollment
- ✓ Proof of bachelor's degree from a regionally accredited college/university reflected on an original official transcript. Copies are not accepted for this requirement.
- ✓ Proof of Certificate of Clearance, as required during enrollment
- ✓ Proof of passing scores for the Basic Skills Requirement, as required during enrollment ✓ Proof of subject matter competency through CSET or approved program, as required during enrollment
- ✓ Proof of US Constitution requirement through approved coursework or examination, as required during enrollment
- ✓ Proof of CPR Certification authorizing Infant, Child, and Adult CPR
- ✓ Technology course or exam completed in full
- ✓ Completion of Individualized Development Plan
- ✓ Completion of all program and state-required pedagogical coursework
- ✓ Completion of all program and state-required clinical practice coursework and hours
- ✓ Successful completion of servitude as teacher-of-record under an Intern Credential
- ✓ Completion of all program and state-required assessments
- ✓ Proof of passing RICA scores, if applicable
- ✓ Zero Tuition Balance

CLINICAL PRACTICE COURSES: STUDENT TEACHING**PATHWAY COURSE CODES – ALL PROGRAM TRACKS**

Course Code	Clinical Practice Level	Course Title
EDU 6236	Clinical Practice I	Planning
EDU 6237	Clinical Practice II	Teaching & Learning
EDU 6238	Clinical Practice III	Assessment
EDU 6239	Clinical Practice IV	Reflection & Professional Responsibility

REQUIRED COURSE ASSESSMENTS

- ✓ Classroom Observation Log – CP I & CP II ONLY
 - Due Weekly
- ✓ Student Teaching Log – CP III & CP IV ONLY
 - Due Weekly
- ✓ Master Teacher Observations
 - Due at the end of the term
- ✓ Progress Assessments
 - Due Weeks 2, 5, & 7
- ✓ Quarterly Assessment
 - Due at the end of the term
- ✓ Video Observation & Evaluation – CP III & IV
 - Minimum of 3 complete videos must be submitted within each Clinical Practice course
 - Failure to submit these videos may result in a failing grade for the course

REQUIRED PROGRAM ASSESSMENTS

- ✓ edTPA
- ✓ RICA (Multiple Subject & Education Specialist ONLY)

INDIVIDUAL DEVELOPMENT PLAN

Remember to add the following items to your Individual Development Plan Portfolio:

- ✓ ALL Capstone Documentation from the *Professional Learning & Practice* course
- ✓ 3 Competency-Based Artifacts (CBA) – i.e. a *Professional Learning & Practice* completed Lesson Plan, Remote Site Visit Preparation document, Reflection Worksheet, etc.
- ✓ 4 Observation Forms (from University Mentor and/or Master Teacher)
- ✓ 2 Reflections and Goal Setting Guide

- ✓ 2 Alliant CSOE Guiding Principles Professional Disposition Checklists
- ✓ 2 Informal Meeting Reflections
- ✓ 1 Self-Evaluation Form
- ✓ 3 Student Teaching Log Sheet
- ✓ 1 Exit Survey – pending
- ✓ 2 Teacher Performance Assessment (edTPA) Examples

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CLINICAL PRACTICE COURSES: STANDARD & ECO INTERN PATHWAY COURSE CODES – ALL PROGRAM TRACKS

Course Code	Clinical Practice Level	Course Title
EDU 6246	Clinical Practice I	Planning
EDU 6247	Clinical Practice II	Teaching & Learning
EDU 6248	Clinical Practice III	Assessment
EDU 6249	Clinical Practice IV	Reflection & Professional Responsibility

REQUIRED COURSE ASSESSMENTS

- ✓ Intern Support Log
 - Due Weekly
- ✓ District Support Provider Observations
 - Due at the end of the term
- ✓ Progress Assessments
 - Due Weeks 2, 5, & 7
- ✓ Quarterly Assessment
 - Due at the end of the CP I, II, & III
- ✓ Summative Assessment
 - Due at the end of CP IV

- ✓ Video Observation & Evaluation – CP III & IV
 - Minimum of 3 complete videos must be submitted within each Clinical Practice course
 - Failure to submit these videos may result in a failing grade for the course

REQUIRED PROGRAM ASSESSMENTS

- ✓ edTPA
- ✓ RICA (Multiple Subject & Education Specialist ONLY)

INDIVIDUAL DEVELOPMENT PLAN

Remember to add the following items to your Individual Development Plan Portfolio:

- ✓ ALL Capstone Documentation from the *Professional Learning & Practice* course
- ✓ 3 Competency-Based Artifacts (CBA) – i.e. a completed Lesson Plan, Remote Site Visit Preparation document, Reflection Worksheet, etc.
- ✓ 4 Observation Forms (from University Mentor and/or District Support Provider)
- ✓ 2 Reflections and Goal Setting Guide
- ✓ 2 Alliant CSOE Guiding Principles Professional Disposition Checklists
- ✓ 2 Informal Meeting Reflections
- ✓ 1 Self-Evaluation Form
- ✓ 3 Intern Support Log Sheet
- ✓ 1 Exit Survey
- ✓ 2 Teacher Performance Assessment (edTPA) Examples

GLOSSARY

Active Teaching

During Clinical Practice III and IV, Student Teachers will participate in “active teaching” where they are responsible for teaching one or more lessons to a classroom of students. Standard and ECO Interns will participate in this form of teaching beginning in CP I.

Administrator

This is the person considered the “head of school” at a school site. He/She could be known as the Head of School, Principal, Vice Principal, President, or CEO.

Alliant International University Staff Member

Alliant staff dedicated to providing helpful information and guidance to Teacher Candidates. Key staff members can be found in the [Lines of Communication](#) Chart.

Assessment of Professional Knowledge (APK)

The National Evaluation Series (NES) Assessment of Professional Knowledge (APK) is required for the Early Completion Option program pathway. Offered in 2 capacities: 1) Elementary (Test code 051) for Multiple Subjects candidates or 2) Secondary (Test code 052) for Single Subject candidates, the APK 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.

Basic Skills Requirement (BSR)

An evaluation of basic skills in the areas of reading, writing, and mathematics is required for all potential public school teachers in the state of California. There are currently six (6) methods in which the BSR may be satisfied: (1) Pass the CBEST, (2) Pass the CSET: Multiple Subject plus Writing Skills Examination, (3) Pass the CSU Early Assessment Program or the CSU Placement Examinations, (4) Achieve Qualifying Score on the SAT or ACT, (5) College Board Advanced Placement (AP) Examinations, or (6) Pass a Basic Skills Examination from Another State.

Bilingual Authorization

An authorization to provide specialized instruction to individuals for whom English is a second language. Specifically it authorizes instruction for 1) English Language Development (ELD) in preschool, K-12, and adults (restrictions apply to holders of Children's Center Permits, Child Development Permits, and Designated Subjects Teaching Credentials), 2) Specially Designed Academic Instruction Delivered in English (SDAIE) in the subjects and grade levels authorized by the prerequisite credential or permit, and 3) instruction for primary language development and content instruction delivered in the primary language in the subjects and grade levels authorized by the prerequisite credential or permit. May be issued based on completion of course work or examination or a combination of the two. Formerly issued as standalone BCLAD Certificate or BCLAD emphasis added to multiple or single subject credentials. Alliant does not currently offer the Bilingual Authorization. **California Basic Educational Skills Test (CBEST)**

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.

California Commission on Teacher Credentialing (CTC)

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.

California Department of Education (CDE)

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

California Standards for the Teaching Profession (CSTP)

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. **California Subject Examinations for Teachers (CSET)**

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.

Canvas

Learning Management System adopted by Alliant International University for the purpose of providing students, faculty, and staff a more connected learning experience platform.

Charter School

A public school covering grades K-12 which is organized by a group of teachers, community members, parents, or others and sponsored by an existing local public school board or a county board of education. ✓ **Dependent**

Charter School: A public charter school that is dependent on or “under the umbrella of” another school district or county office of education. In this case, the charter school depends on the parent organization for funding.

✓ **Independent Charter School:** A public charter school that is under its own umbrella and free to operate as an independent school or group of schools. In this case, the charter school operates as its own LEA (Local Education Agency) and is directly funded without financial ties to school districts or county offices of education.

Classroom Observation

Being present in another teacher’s classroom as strictly an observer. Little-to-no interaction will take place with students and the observer should not take on at duties within the classroom.

Clear Credential

The level of credential that is earned up on successful completion of an Induction Program while on a Preliminary Credential. A Clear Credential is a teaching credential with no further academic requirements to be completed. Clear credentials may be renewed with only submission of an application and current processing fees. **Clinical Practice**

Student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with Field Work. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

Synonyms: Clinical Experience, Field Experience

County Office of Education (COE)

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.

Coursework Completer

A Teacher Candidate that has completed all pedagogical coursework as determined by the program, but has not yet completed one more of the following: clinical practice coursework, clinical practice hours, program formal evaluations, state-required assessments, state required exams, or final documentation needed for credential issuance.

Cross-cultural, Language, and Academic Development (CLAD)

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. Alliant currently offers a CLAD Certificate option which enhances the EL authorization embedded within the program.

District Support Provider

Fellow teacher at the school site that is able to provide assistance at a moment’s notice. Interns, both Standard and ECO, will have a District Support Provider (DSP) assigned to them by the Administrator. The DSP will meet with the Intern at least 5 hours per week. DSPs are veteran teachers with a minimum of 3 years teaching experience as

well as a clear credential in the same content area as the Intern.

Early Completion Option (ECO)

An advanced form of the Standard Intern program pathway, ECO Teacher Candidates serve as Intern teachers-of-record in the classroom during their Clinical Practice courses, but have a reduced number of requirements when it comes to pedagogical coursework.

English Language Development (ELD)

Instruction designed to teach English learners to understand, speak, read, and write English and to acquire linguistic competencies similar to native English speakers.

English Language Learner (ELL)

A student whose primary language is other than English who has not yet attained full proficiency in English. **English Learner Authorizations (ELA)**

Embedded authorization allowing language development and specially designed content instruction for English Learners within the Teacher Candidate's content area. Upon successful program completion, Preliminary Credential holders will have an ELA attached to their credentials indicative of their program track: Education Specialist (ELAE), Multiple Subject (ELAM), and Single Subject (ELAS).

Formal Evaluation

Evaluation of a Teacher Candidate's instructional lesson, consisting of formal comments, feedback, and final score by the University Mentor using a university-issued evaluation rubric.

Induction

Formerly referred to as BTSA, an integrated, standards-based system of support and assessment that provides an effective transition for first- and second-year educators in California. Preliminary credential holders in the public schools are required to participate in this two-year professional program of situated learning as a requirement for earning a clear credential. Individuals should contact their employing agency concerning enrollment in an induction program.

Synonyms: Beginning Teacher Support and Assessment (BTSA); Induction Program

Individual Development Plan (IDP)

A plan that is developed cooperatively with the candidate and the preliminary preparation program in order to guide the professional development of the beginning teacher during the induction period. Candidates build this induction

plan portfolio throughout their enrollment in the teacher preparation program and provide the finished product to the induction program as a means to bridge the gap between the programs.

Instructor

Veteran educator and Alliant faculty member responsible for teaching all Clinical Practice courses.

Synonyms: University Mentor

InsightADVANCE

Online tool for video lessons by the Teacher Candidate with the purpose of observation, coaching, calibration, and learning by the University Mentor. Both the University Mentor and Teacher Candidate provide shared detail and meaningful feedback using both annotations within the video and post-observation debrief and discussion.

Languages Other Than English (LOTE) Examination

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.

Master Teacher

Teacher at a Student Teacher's placement that will serve as a supervisor and mentor during Clinical Practice.

Student Teachers will work closely with the Master Teacher to complete Clinical Practice observations and assessments. Master Teachers are veteran teachers with a minimum of 3 years teaching experience as well as a clear credential in the same content area as the Student Teacher.

Non-Public School

A privately-operated school licensed by the California Department of Education that receives public funding for specified programs and/or services.

Preliminary Credential

A Preliminary Credential is a teaching or service credential that is valid for five years. Preliminary credentials require the holder to complete a bachelor's degree, an approved educator preparation program, basic skills, subject matter competence, and additional specific requirements. Additional academic requirements must be completed to qualify for the clear credential.

Preparation Tool

Detailed, descriptive document presented to the support provider by the Teacher Candidate prior to a formal observation. This document provides a detailed, well-organized narrative for the lesson plan, giving the support provider a visualization of the expectations for the lesson.

Private School

A school supported by a private organization or private individuals rather than by the government. Interns are not authorized to teach within private school settings.

Program Completer

A Teacher Candidate that has completed all pedagogical coursework, clinical practice coursework, clinical practice hours, program formal evaluations as determined by the program, and state-required assessments, but has not yet completed one more of the following items necessary for the credential document: state required exams and/or final documentation needed for credential issuance.

Program Pathway

A Teacher Candidate's specific program method based on his/her level of readiness and/or choice:

- ✓ **Student Teaching:** a beginner method in which the candidates takes pedagogical coursework prior to entering the classroom and then, once in the classroom in an unpaid role, assumes teaching duties slowly over time until he/she is ready for solo-teaching. Teacher Candidates are in an **unpaid position** under this program pathway.
- ✓ **Standard Intern:** an intermediate method in which the candidate takes pedagogical coursework while employed as a paid, teacher-of-record in his/her own classroom. Teacher Candidates are in a **paid position** under this program pathway.
- ✓ **Early Completion Option (ECO) Intern:** an advanced method in which the candidate takes accelerated, limited pedagogical coursework while employed as a paid, teacher-of-record in his/her own classroom. Teacher Candidates are in a **paid position** under this program pathway.

Program Sponsor

A program sponsor is an institution or agency that operates an accredited teacher preparation program or induction program, and/or an approved elementary or secondary subject matter preparation program. The program sponsor for your teacher education program is Alliant International University.

Program Track

A Teacher Candidate's specific program focus, based on his/her specialty area:

- ✓ **Education Specialist – Mild to Moderate and Extensive Support Needs:** A special education classroom setting may have one or more subjects taught to students who have been identified as needing special education (and related) services. Instruction may be provided in any subject area, but only to students who have been identified as needing services in the Mild to Moderate and Extensive Support Needs disability area.
- ✓ **Multiple Subject:** This track authorizes teaching in a self-contained K-12 classroom. Self-contained classrooms are usually found at the elementary level. The credential also authorizes teaching in a core or team-teaching setting. Core settings are found in middle school in grades five through eight and team teaching is usually found in elementary and middle schools. The candidate will be able to demonstrate the knowledge required to teach multiple subjects.
- ✓ **Single Subject:** This track authorizes teaching a specific subject in a departmentalized K-12 classroom, typically at the middle or secondary level.

Public School

A school supported by public funds.

Reading Instruction Competence Assessment (RICA)

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.

Student Evaluation Review Committee (SERC)

Program-based committees aligned with the relevant accreditation and/or administration of the program. The goal of the SERC 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 becomes involved when concerns are raised about a candidate. The SERC is responsible for review of and recommendations or referrals concerning problematic issues arising from/under student's academic

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performance and progress, student's professional sustainability/judgment, student's ethical behavior and academic code of conduct.

Support & Supervision

Detailed, one-on-one guidance provided to the Teacher Candidate by the University Mentor, Master Teacher, District Support Provider, and/or Administrator. This guided, observation-based support provides opportunity for deep discussion and collaboration between the candidate and the experienced educator. Included in this guidance is the incorporation of helpful tools and techniques that are meant to advance the candidate's teaching abilities.

Standard Intern

A Teacher Candidate enrolled in a program that serves as a cooperative effort between a school district and an institution of higher education. Intern programs must be approved by the Commission prior to enrolling students and may not be available in all school districts. The program allows credential candidates to be employed while completing a credential program. Teacher Candidates are in a **paid position** under this program pathway. **State**

Board of Education (SBE)

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.

Student Teacher

A Teacher Candidate enrolled in a program which encompasses experiences within a professional teacher preparation program that provide credential candidates with a variety of instructional activities within the school setting. Student teaching must include a specified period of time during which the candidate has whole-class instructional responsibility. At Alliant, the last 2 weeks of each CP III and CP IV are dedicated to instructional responsibility. Teacher Candidates are in an **unpaid position** under this program pathway. **Synchronous**

Learning

Refers to a learning event in which a group of students are engaging in learning at the same time. **Teacher Candidate Performance Plan**

An important tool is in place should a candidate require immediate remediation. This tool allows faculty and staff to clearly identify areas of growth needed by the Teacher Candidate. The tool includes steps for remediation as well as a follow-up assessment to determine if proper progress has occurred. Upon the conclusion of this plan, a recommendation will be made to the Dean of Education for one of the following courses of action: Continuation in Program, Additional Teacher Performance Plan, or Dismissal from Alliant Teacher Education Program.

Teacher-of-Record

A single designated appropriately certificated permanent teacher contractually responsible for the instruction of the pupils in the classroom and the maintenance of the school record/register as defined in Education Code section 44809. Substitutes cannot act as teachers of record.

Teaching Performance Assessment (edTPA)

While there are varying forms of Teaching Performance Assessments (TPAs), Alliant has adopted the use of the edTPA. edTPA is a formal, summative assessment, designed to be embedded within Clinical Practice. These assessments allow teacher candidates for all program pathways to demonstrate their readiness to enter the classroom on Day One. edTPA is comprised of 3 Tasks: Planning, Instruction, and Assessment. Visit www.edtpa.com for additional information.

Teaching Performance Expectations (TPE)

The set of knowledge, skills and abilities that beginning teachers are expected to know and demonstrate at satisfactory level of proficiency.

University Mentor

Clinical Practice course instructors responsible for monitoring the progress of teacher candidates in the Teaching Credential Programs.

Synonyms: Clinical Practice Instructor

Video Evaluation

Based on the video lesson provided for observation, formal comments, feedback, and score by the University Mentor using a university-issued evaluation rubric.

Video Observation

Synchronous Teacher Candidate instruction captured on video and shared to InsightADVANCE for the purpose of observation, coaching, calibration, and learning by the University Mentor. Both the University Mentor and Teacher Candidate provide shared detail and meaningful feedback using both annotations within the video and post observation debrief and discussion.

FREQUENTLY ASKED QUESTIONS

Teacher Candidates are encouraged to review the Student Teaching Welcome Packet, Internship Welcome Packet, and Clinical Practice Handbook provided upon enrollment. Many answers to frequently asked questions can be found within these resources. Additional FAQs are as follows:

1. Do I have to find my own clinical practice location placement? Am I allowed to seek placement at a specific school or district?

Student Teacher Pathway: Teacher Candidates are required to find their own site at which they will complete 60 hours of classroom observations during both Clinical Practice I and Clinical Practice II. Teacher Candidates must select a site that is on Alliant International University's current MOU List and present the observation letter (found within the welcome packet) to the school/district Human Resources Office. For Clinical Practice III and Clinical Practice IV, Teacher Candidates must follow the Student Teacher Placement Process, where the final placement will be determined by the Placement Lead. Should a new MOU be required for Clinical Practice III or Clinical Practice IV, the Teacher Candidate must complete the MOU Request Process and work with the Accountability and Compliance Officer to complete this processes in a timely manner.

Intern Pathways: Teacher Candidates are required to secure their own teaching position as teacher of record in the classroom. The school/district must be on the current MOU List; however, if a new MOU is needed, the Teacher Candidate must complete the MOU Request Process and work with the Accountability and Compliance Officer to complete this processes in a timely manner.

2. Can I use my previous teaching or substitute experience? Can I transfer credits for Clinical Practice from another institution?

No. All clinical practice hours must be current and obtained within the given clinical practice course.

3. If I fail and/or do not complete my Clinical Practice requirements in full, will I have to retake Clinical Practice?

Yes. All clinical practice hours and course requirements must be completed in full prior to advancing to either the subsequent clinical practice course or successfully completing the program and earning a Preliminary Credential.

4. Can I do student teaching or be an intern at private schools?

Student Teacher Pathway: This may be possible if the school site meets CTC criteria. The school site must be approved by the Accountability and Compliance Officer and there must be a current MOU in place prior to the start of classroom observations or student teaching.

Intern Pathways: Interns are not authorized to teach within private school settings.

5. How will I receive credit for my intern hours / student teaching hours?

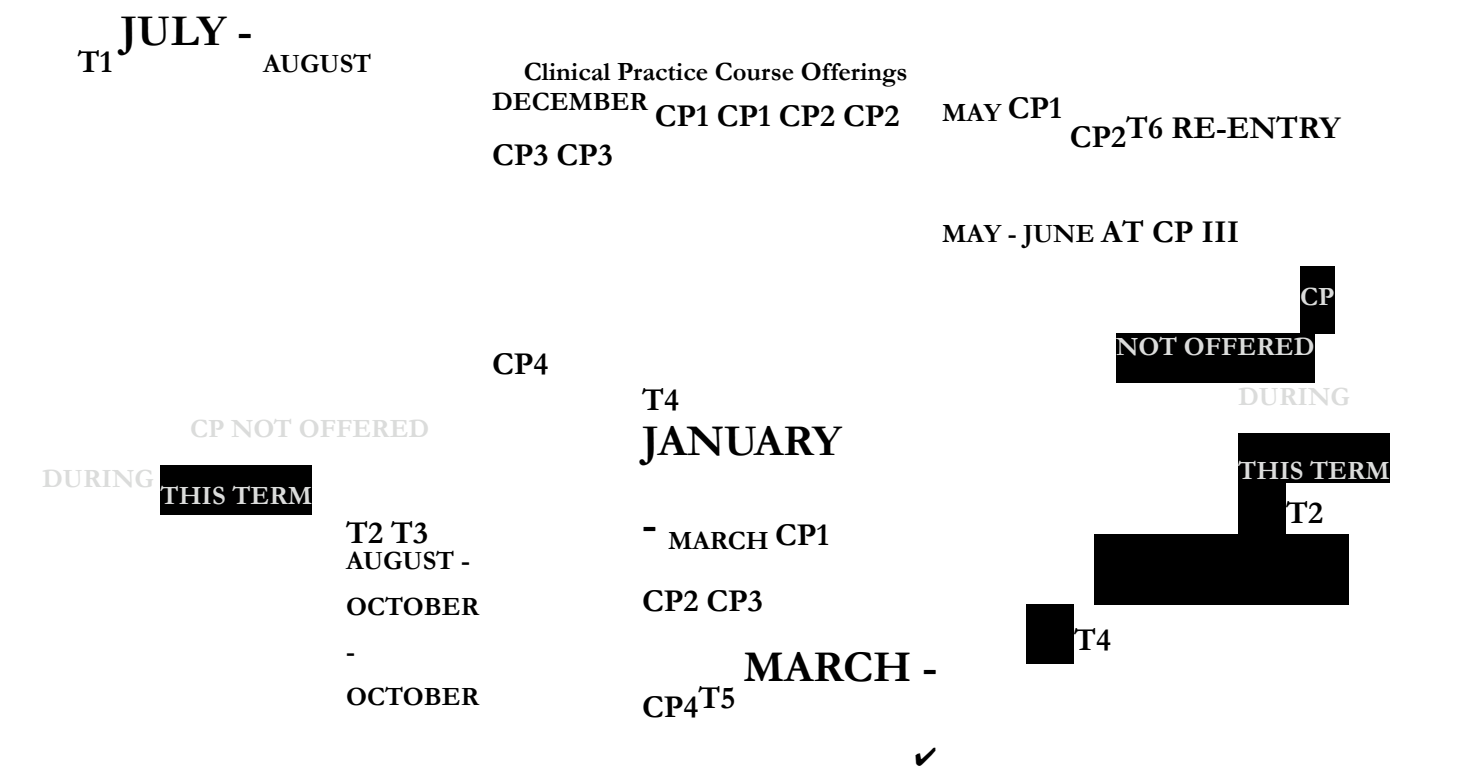
All hours are logged while enrolled in Clinical Practice courses. Instructors collect these logs at checkpoints throughout the term.

6. When can I begin Clinical Practice?

Credential Analysts clear Teacher Candidates to begin Clinical Practice and determine if they are eligible to advance to each stage of Clinical Practice during the program.

7. In what terms can I complete clinical practice?

Student Teaching Program Pathway

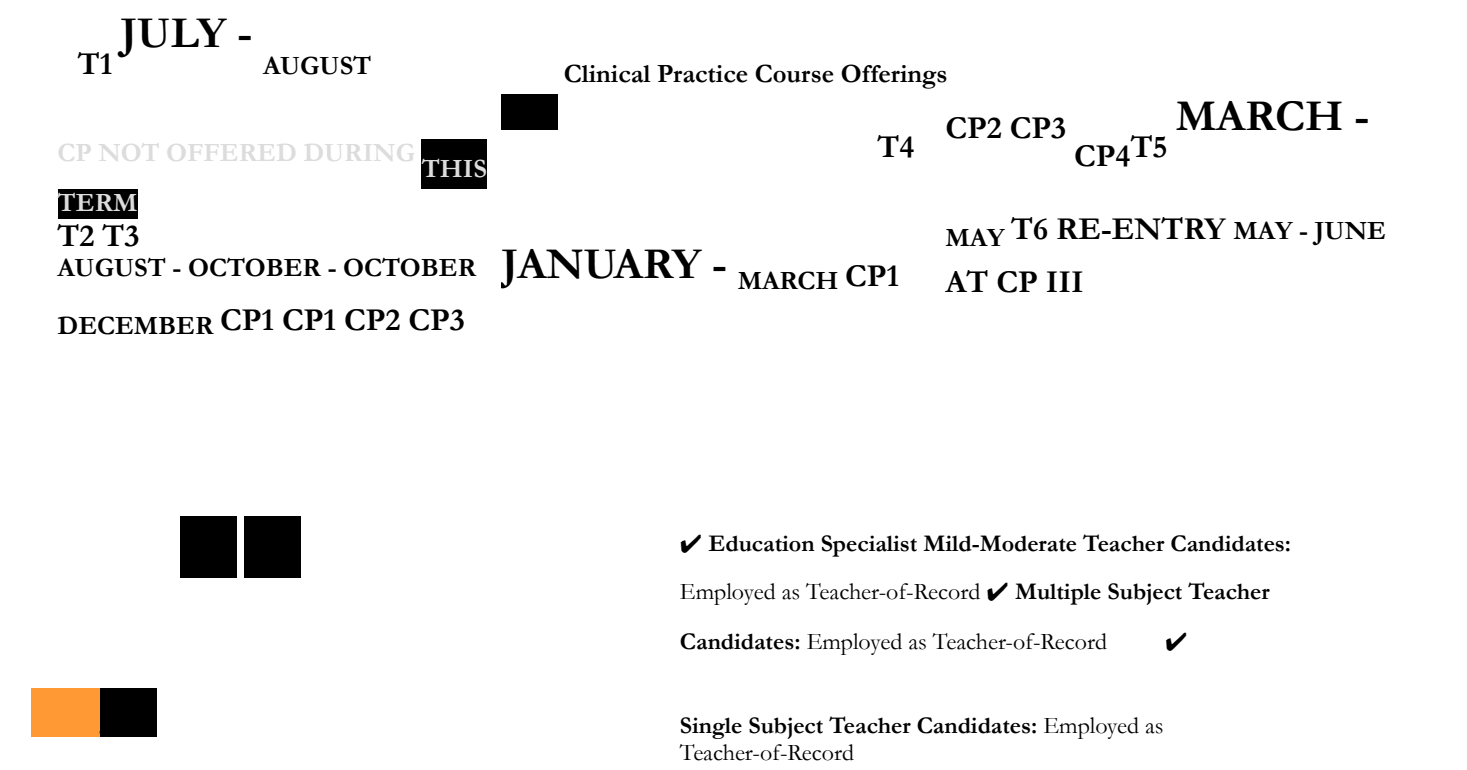


Education Specialist Mild-Moderate Teacher Candidates: 16-week continuous placement ✓
Multiple Subject Teacher Candidates: 2 separate 8-week placements



Single Subject Teacher Candidates: 16-week continuous placement

Internship Program Pathways: Standard & ECO



8. Can I take Clinical Practice classes together to help shorten the time frame?

No. Each Clinical Practice course is designed to build upon the last, giving Teacher Candidates the opportunity to incorporate new pedagogical knowledge and apply strategies into his/her teaching practice. 9.

Can I switch pathways?

Prior to the start of Clinical Practice, Teacher Candidates have the opportunity to change their program pathway from Student Teaching to Intern and vice versa. A Teacher Candidate must submit a program change prior to enrollment in CP I. If changing from the Student Teaching pathway to Standard Inter All intern verification documentation must be provided to the Credentialing Department, which will initiate the change upon confirmation.

10. What happens if I move during my year of clinical practice?

Should you need to move during your clinical practice courses, Alliant will proceed on a case-by-case basis. This will only apply if you move within the state. Should you find yourself needing to move out of state, you will not be able to continue enrollment with Alliant International University.

11. Do I have to take classes while I am in Clinical Practice?

Yes. Clinical Practice I, II, III, and IV are structured as a coursework + fieldwork combination. Taking additional pedagogical courses while enrolled in Clinical Practice is optional.

12. Am I eligible for Financial Aid when taking Clinical Practice?

Please direct all financial questions to [Financial Aid Resources](#).

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13. What do I need to be cleared for Clinical Practice? Who clears me for Clinical Practice?

Credential Analysts clear all Teacher Candidates for Clinical Practice. For detailed information regarding the requirements needed for clearance, consult the Student Teaching Welcome Packet or Internship Welcome Packet.

14. What is the difference between student teaching and internship?

Student Teaching is intended for beginning teachers who benefit from close guidance and practice through working with a Master Teacher. Student Teaching is a “placement” and does not allow for the Teacher Candidate to serve as teacher-of-record in the classroom, nor are Student Teachers able to obtain payment for their Clinical Practice hours (i.e. paid Substitute Teaching is not allowed). The placement school/district must be on Alliant’s current MOU List. Teacher Candidates are in an **unpaid position** under this program pathway.

Internships, both Standard and Early Completion Option, are for more intermediate and advanced Teacher Candidates who are ready to take on the responsibility of their own classroom. Internships are paid teachers-of-record positions in which the Teacher Candidate is employed by a school/district and serves as a regular classroom teacher under contract. The employing school/district must be on Alliant’s current MOU List. Interns are not eligible to serve as teacher-of-record in a private school setting. Teacher Candidates are in a **paid position** under this program pathway.

15. Why doesn’t everyone do an internship?

Student Teachers are beginning Teacher Candidates and find comfort in working closely with a Master Teacher throughout the entirety of the program. Sometimes, Student Teachers find themselves in this program pathway because they were not offered employment needed for Internship status, but opt to

complete the program, rather than waiting for an employment opportunity to present itself in the future.

16. Can I take Clinical Practice over the summer?

No. Clinical Practice is tied to classroom availability during the regular academic year. Since most schools are not in session during the summer, Clinical Practice cannot be completed during the summer months. **17.**

Can I use my sub hours to waive Clinical Practice?

No. Hours served as a paid Substitute Teacher are not eligible to count toward Clinical Practice hours for Student Teachers. Since Interns are teachers-of-record on a University Intern Credential, they do not serve as a Substitute Teacher in the classroom.

18. Can I get paid while doing student teaching?

No. Hours earned within the designated school timeframe (morning bell-to-dismissal bell) for Student Teachers are not eligible for payment.

19. What is the deadline to be cleared for Clinical Practice?

Teacher Candidates must be cleared for each level of Clinical Practice by the following deadlines: Student Teaching:

✓ Clinical Practice I & II – Classroom Observations: Week 4 of the term immediately preceding Clinical Practice I

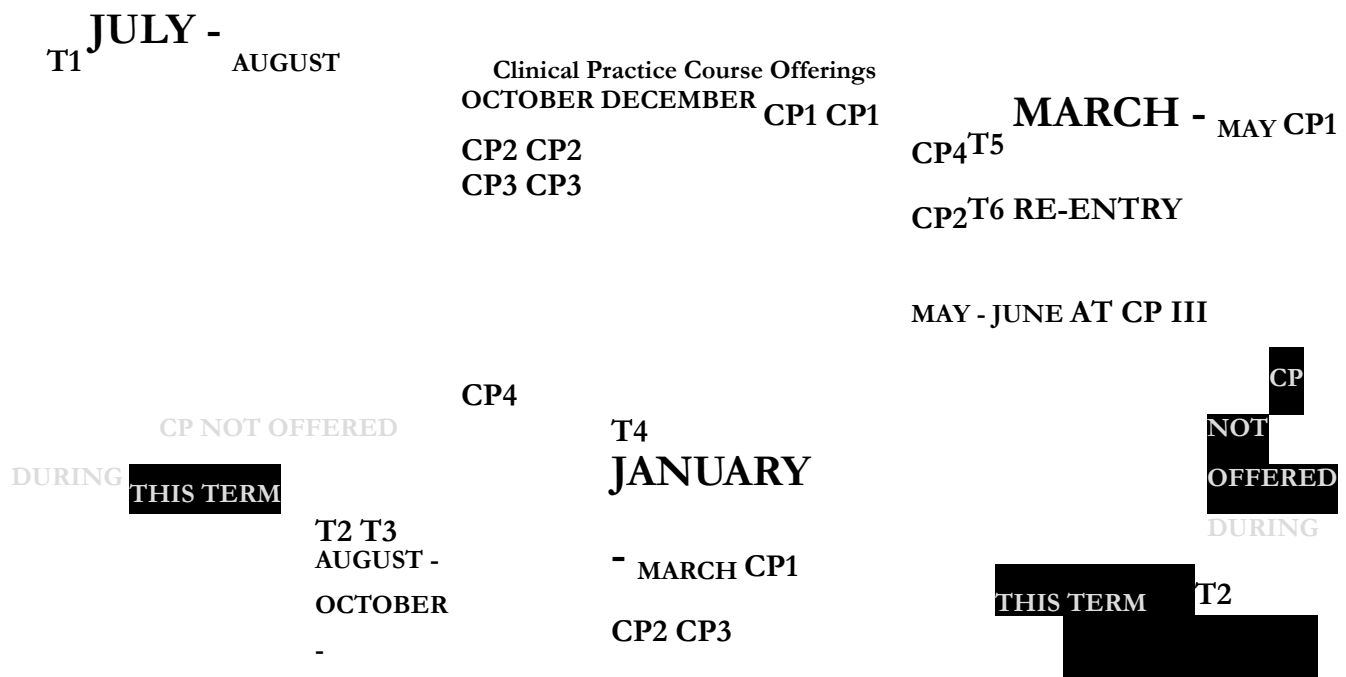
✓ Clinical Practice III & IV – Student Teaching: By the last day of Week 2 of Clinical Practice II Internship:

✓ Clinical Practice I - IV: Clinical Practice for Internship is employment-based and will be completed at the same school/district for all Clinical Practice courses. Because of this, the deadline to be cleared for Clinical Practice as a whole is Week 4 of the term immediately preceding Clinical Practice I.

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20. When is Clinical Practice offered?

Student Teaching Program Pathway



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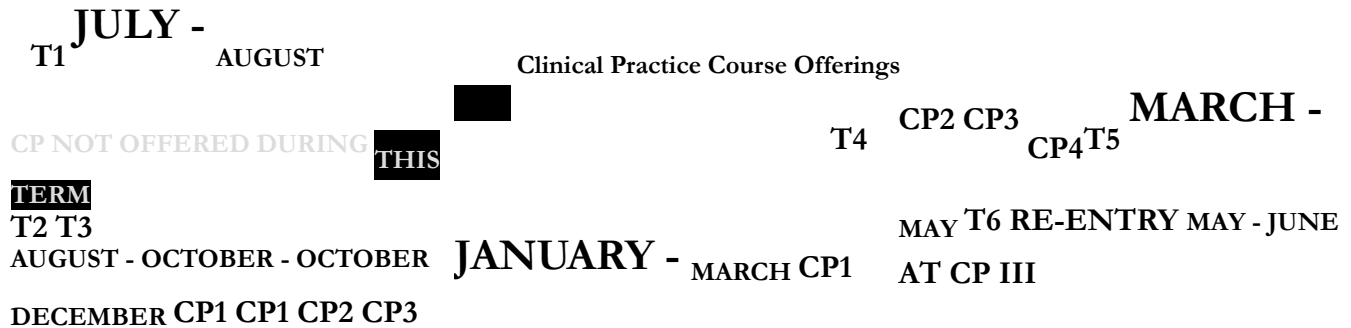


Education Specialist Mild-Moderate Teacher Candidates: 16-week continuous placement ✓
Multiple Subject Teacher Candidates: 2 separate 8-week placements



Single Subject Teacher Candidates: 16-week continuous placement

Internship Program Pathways: Standard & ECO



21. Do I need CSETs complete before clinical practice?



✓ Education Specialist Mild-Moderate Teacher Candidates:

Employed as Teacher-of-Record ✓ Multiple Subject Teacher

Candidates: Employed as Teacher-of-Record ✓

Single Subject Teacher Candidates: Employed as Teacher-of-Record

Interns: CSETs proving subject matter competency must be completed prior to Clinical Practice I. This is a state-required, non-negotiable eligibility component.

Student Teachers: CSETs proving subject matter competency must be completed prior to Clinical Practice III. This is a state-required, non-negotiable eligibility component.

22. Who do I talk to in order to set up my internship/student teaching/classroom observations? Student Teaching Classroom Observations: Teacher Candidates are given an introductory letter from their Clinical Practice I and Clinical Practice II instructors and are required to take this letter to a school/district on the current MOU List. Classroom Observations are for Clinical Practice I and Clinical Practice II only.

Student Teaching Placement: Teacher Candidates will be required to complete the Student Teaching

Application with the Placement Lead and work closely with the Credential Analyst to make sure all eligibility requirements are complete and in place for Clinical Practice III & IV.

Internship: Teacher Candidates are responsible for securing their own employment as teacher-of-record in the classroom. Alliant staff is available to assist with this process, if needed. The employing school/district must be on the current MOU List.

- 23. What documentation does my job need to know I am qualified for an internship?** Interns can submit a copy of the Intern Eligibility Letter, provided by the Credential Analyst.

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- 24. Do I have to do all of my clinical practice coursework back to back or can I take a leave of absence in between?**

Leaves of Absence (LOA) are handled on a case-by-case basis. Student Teachers have more flexibility should the need for a LOA arise. Interns have less flexibility as they must remain continuously employed and enrolled (hand-in-hand) while serving on the University Intern Credential. Should an Intern disenroll and/or leave his/her job as teacher-of-record, the University Intern Credential be discontinued through the Commission on Teacher Credentialing. Each Intern Credential will be valid for a period of two years. **25. Can I do Clinical Practice classes before I do the theory courses?**

No. In order to set Teacher Candidates up for success as a beginning teacher, pedagogical coursework (theory) must take place prior to fieldwork (practice) – hence Theory-to-Practice.

- 26. I already have a job as the teacher-of-record, but I do not have my CSET, can I clock my hours anyway?**

No. Teaching experience completed prior to fulfilling all eligibility requirements for the chosen program pathway will not be accepted. Only Clinical Practice hours earned in an approved setting while enrolled in a Clinical Practice course will be considered for credit.

- 27. Can I work a half day in one school and finish my day in another school during my clinical practice?**

Student Teachers: No. Student Teachers have one approved placement per Clinical Practice course and are unable to double up during any given term. Additionally, Student Teachers are not eligible to receive payment for their Clinical Practice hours.

Interns: Sometimes. Interns are restricted to an individual school district. While they are able to serve as teacher-of-record in one school district, sometimes they are divided between two school sites. This typically happens in the Education Specialist track. Should this be required for employment, Interns can serve in no more than two schools as teacher-of-record.

- 28. I work in a private, WASC accredited school, and I want to be a Standard Intern in this setting and clock my hours.**

No. Interns are not authorized to work in a private school setting.

- 29. I have been offered a teacher-of-record position, but only for two courses or roughly two hours a day. Can I clock my hours in this school?**

No. Intern positions must be contracted at a minimum of .6 (60% full time employment). Ideally, Interns will be in a contracted position at 1.0.

- 30. I wish to pursue a dual credential in Social Science and Spanish, will my clinical practice hours in a Social Science classroom also count for my Spanish credential?**

Teacher Preparation Programs are designed to allow Teacher Candidates to master their initial program track and, in this case of the Single Subject program track, focus on completion of one subject. Teacher Candidates will need to choose ONE subject matter on which to focus during their program and complete all coursework and field experience with this one subject in mind. Once the program is successfully completed and the Teacher Candidate earns his/her Preliminary Credential, additional subject areas may be sought. Additional information regarding adding content areas to a credential can be found [here](#).

- 31. How do I request a school for internship/student teaching/classroom observation?** Student Teaching

Classroom Observations: Teacher Candidates are given an introductory letter from their Clinical Practice I and Clinical Practice II instructors and are required to take this letter to a school/district on the current MOU List. Classroom Observations are for Clinical Practice I and Clinical Practice II only.

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Student Teaching Placement: Teacher Candidates will be required to complete the Student Teaching Application with the Placement Lead and work closely with the Credential Analyst to make sure all eligibility requirements are complete and in place for Clinical Practice III & IV.

Internship: Teacher Candidates are responsible for securing their own employment as teacher-of-record in the classroom. Alliant staff is available to assist with this process, if needed. The employing school/district must be on the current MOU List.

32. By what time do I need to know what school I will be carrying out my internship/student teaching/ classroom observation?

Student Teaching Classroom Observations: Teacher Candidates must have classroom observation placements confirmed no later than Add/Drop of Clinical Practice I and again in Clinical Practice II.

Student Teaching Placement: Teacher Candidates must have the *Application to Student Teach* form completed by the last day of Week 3 of Clinical Practice I and all eligibility requirements must be completed by the last day of Week 4 of Clinical Practice II. Student Teaching placements begin in Clinical Practice III.

Internship: Teacher Candidates are responsible for securing their own employment as teacher-of-record in the classroom. Alliant staff is available to assist with this process, if needed. The employing school/district must be on the current MOU List. This process must be completed no later than the last day of Week 4 prior to the start of Clinical Practice I.

33. Can I get paid while in Clinical Practice?

Student Teacher: No. Teacher Candidates are not able to earn payment for their Clinical Practice hours.

Internship: Interns earn payment while completing Clinical Practice hours as they are contracted employees of a school/district.

34. Can I start in Clinical Practice as soon as they start the program?

No. In order to set Teacher Candidates up for success as a beginning teacher, pedagogical coursework (theory) must take place prior to fieldwork (practice) – hence Theory-to-Practice.

35. How do I start observing in schools?

Student Teacher Candidates must be cleared by the Credential Analyst to participate in Clinical Practice I & II. In these two courses of Clinical Practice, Candidates will observe a classroom at a school on the active MOU list.

36. What are the requirements for observation?

The requirements for Classroom Observations are outlined within the courses of Clinical Practice I and Clinical Practice II. Within each course, a minimum of 60 hours of classroom observation must be completed and appropriate tracking logs must be submitted to the instructor.

37. What type of activities will I be doing during my 480 hours of student teaching? Student Teaching is designed for gradual release of classroom responsibilities by the Master Teacher. During the first week, Teacher Candidates will begin with observation of the classroom. Each week thereafter will consist of teaching one lesson each day to build up to full classroom responsibility (i.e. solo teaching) by Week 6 of the term. Student Teachers work closely with the Master Teacher and the Master Teacher will make recommendations of increased responsibility based on the Teacher Candidate's progress. **38. How is the 480 hours scheduled per week for student teaching?**

Student Teacher Candidates are expected to be in the classroom full-time during Clinical Practice III and Clinical Practice IV. Teacher Candidates are also expected to be on campus from first thing in the morning

until afternoon dismissal (i.e. bell-to-bell).

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39. How many hours are required for a Student Teacher?

Student Teachers are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Clinical Practice hours are broken down as follows:

- ✓ Clinical Practice I – Classroom Observation: 60 hours
- ✓ Clinical Practice II – Classroom Observation: 60 hours
- ✓ Clinical Practice III – Student Teaching: 240 hours
- ✓ Clinical Practice IV – Student Teaching: 240 hours

Documented Hours: These 600 hours will be documented on logs and submitted to the instructor while enrolled in Clinical Practice courses.

Important Note: Student Teacher Candidates who are working in private schools and seeking a credential are required to complete at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student populations.

40. How many hours are required for an intern teacher? How will my hours be counted for an internship? Interns, both Standard and ECO, are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. In an Internship, these 600 hours of Clinical Practice are earned through employment on a University Intern Credential while serving as teacher-of-record in the classroom.

Interns are required to show additional support and supervision received during the teacher preparation program. There are 189 hours per academic year required within this additional support and they are broken down as follows:

- ✓ 144 hours of additional support and supervision
- ✓ 45 hours of EL-specific support and supervision

Documented Hours: These 189 hours will be documented on logs and submitted to the instructor while enrolled in Clinical Practice courses.

41. What do I have to do to be intern eligible?

Credential Analysts have the final say and will clear all Teacher Candidates for participation in their specific pathway. Interns must complete the following in order to be intern-eligible:

- ✓ Official Transcript or CTC approved Foreign Transcript Evaluation
- ✓ Current Certificate of Clearance on file with the Commission on Teacher Credentialing
- ✓ Current negative TB test on file
- ✓ Successful completion of 120 hours of Pre-Service (completion of the *Professional Learning & Practice* course).
- ✓ Completion proof of all state-required documentation
- ✓ Proof of US Constitution preparation either through accepted university coursework or exam

✓ Active MOU on file with partnering school/district

42. What does my school have to do to be eligible for me to intern there?

In order to be eligible to employ an intern, the school/district must have a current Memorandum of Understanding (MOU) on file with Alliant International University.

43. How do I get an internship? Will Alliant help me with getting a job?

Intern Teacher Candidates are responsible for securing their own employment as teacher-of-record in the classroom. Alliant staff is available to assist with this process, if needed. The employing school/district must be on the current MOU List. This process must be completed no later than the last day of Week 4 prior to the start of Clinical Practice I.

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44. Can I work at a school while doing my practicum?

Student Teacher: No. Teacher Candidates are not able to earn payment for their Clinical Practice hours.

Internship: Interns earn payment while completing Clinical Practice hours as they are contracted employees of a school/district.

45. How is the TPA administered during Clinical Practice?

The edTPA is not administered. It is an assessment that Teacher Candidates complete concurrently with Clinical Practice courses. Alliant staff are available to assist with this process, if needed, and may answer basic questions should Teacher Candidates have them. The purpose of this assessment is to determine the skills and abilities of the Teacher Candidate. Because of this, minimal guidance from the program must be very limited.

46. How many tries do I have to pass the TPA's?

Teacher Candidates in the ECO Intern pathway must pass the edTPA in order to gain admission into the program.

Student Teaching and Standard Intern Candidates currently do not have a limit on the number of attempts they will have in order to pass edTPA.

47. Is edTPA required for student teachers?

Yes. The edTPA is required for both Student Teachers and Interns in both the Multiple Subject and Single Subject program tracks. Education Specialist Teacher Candidates will be required to complete edTPA beginning T1 2021.

48. Will COVID-19 affect the completion date of my program?

Teacher Candidates enrolled and on track to complete the teacher preparation program between March 19, 2020, and September 1, 2020, will be affected due to COVID-19.

49. Will COVID-19 affect when I will receive my preliminary credential?

Only those Teacher Candidates that were on track to complete the teacher preparation program within the defined timeline will be affected by COVID-19. Alliant International University is working closely with the Commission on Teacher Credentialing to make adjustments and modifications to program requirements while remaining in compliance with state policy.

50. What happens if another pandemic like COVID-19 happens in the future? How will my program be affected?

Alliant International University is dedicated to providing the best possible teacher preparation program for its Teacher Candidates and focuses on setting them up for success. Should another pandemic-like situation occur, Alliant has procedures in place to address the immediate needs of the Teacher Candidates as well as plans to work closely with the Commission on Teacher Credentialing to make approved modifications to programs as necessary.

