UCLA Extension

Education Specialist Induction Clear Credential Program Candidate Handbook

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Table of Contents

Foreword i

Admissions 2

Program Information 3

Theory and Research 3

- Formative Assessment 4
- Inquiry Process 4

California Standards for the Teaching Procession (CSTP) 5

- Standard One: Engaging and Supporting All Students in Learning 5
- Standard Two: Creating & Maintaining Effective Environments for Student Learning 5
- Standard Three: Understanding & Organizing Subject Matter for Student Learning 6
- Standard Four: Planning Instruction & Designing Learning Experiences for All Students 6
- Standard Five: Assessing Student Learning 6
- Standard Six: Developing As a Professional Educator 7
- Program Standard: Pedagogy 7
- Program Standard: Universal Access and Equity for All Students 7

Program Track Options 9

Course Descriptions 10

Criteria for Site Selection 16

Collaboration 17

Participating Teacher Role and Responsibilities 18

Site Administrator 19

- Role and Responsibilities 19
- Portfolio Presentation 20

Support Providers 20

- Role and Responsibilities 20
- Support Provider Assessment 21

Reassignment Policy 23
Observation and Participation 24
Action Research through the inquiry process 26
Plan-Teach-Reflect-Apply 28
Sample Completed IIP 29
Portfolio 29
Portfolio Requirements 30
Obtaining your Clear Credential 32
Candidate Technical Support 33
Important Contact Information 35
UCLA Extension Education Department Credential Program Policies 36
Minimum Grade and GPA Policy 36
Participation 36
Late Work and Assignment Extensions 36
Incomplete Grade 36
Withdraw Policy 37
Extenuating Circumstances 37
Supervised Fieldwork Policies 39
Academic Probation Process 39
Subject to Dismissal 40
Waiver and/or Transfer Credit 40

FOREWORD

This handbook has been compiled to serve as a guide and source of information for Participating Teachers (PT), Support Providers (SP), and school personnel who are participating in UCLA Extension's Induction Clear Credential program.

The Education Specialist Induction Clear Program at UCLA is a three quarter program (fall, winter, and spring) of individualized support and assessment for newly credentialed teachers. This program is designed to connect theory and practice from the teacher preparation programs to the roles and responsibilities of a teacher of record in K-12 setting. UCLA Extension's Education Specialist Induction Clear Program is structured to support the PT in building on the foundation of knowledge skills established during his/her preliminary credential program. During the three quarters of the program, PTs will apply their knowledge and skills in their clinical setting, and engage in reflective activities focusing on their practice and professional growth as it relates to student achievement. Collaboration, inquiry into practice, and a willingness to be a reflective practitioner combine to enhance the quality of the initial years of teaching.

The program is largely dependent upon the cooperation and support of a university support provider and site administrations in the public schools. Fundamental to its success is a thorough understanding of the role to be played by each of the participating members—the University Support Provider, the Administrator, the Clear Program Coordinator, and the Participating Teachers. Each assumes certain responsibilities, not only to other members, but as to the profession as a whole. Foremost among these is the responsibility for preparation of well-qualified teachers.

Suggestions from administrators, university support providers, and PTs have been incorporated in the contents of this Handbook. We invite further suggestions toward the improvement of our programs.

UCLA Extension extends a very sincere note of gratitude to the superintendents and principals that contribute in the PTs learning experience and growth as an educator.

ADMISSIONS

This program is designed for individuals who have earned their preliminary teaching credential and have a teaching position at a school site. Individuals who are not currently employed as a K–12 Teacher may still be accepted into the program providing they can secure a host school site to complete their practicum.

The Education Specialist Induction Clear Program provides a flexible and convenient route of teacher credentialing. Benefits that are unique to the UCLA Extension Program include:

- Affordable tuition
- Academic credit
- Fully online class format
- Highly qualified and experienced instructors
- Rigorous, research-based curriculum focused on classroom application
- Three program track options
- The outstanding, internationally recognized reputation of UCLA

To be eligible for admission to the Education Specialist Induction Clear Credential Program, candidates must meet the following requirements:

1. Completion and submission of the UCLA Extension application packet
2. Valid Preliminary or Level One Education Specialist CA Teaching Credential
3. Grade point average of 3.0 or higher
4. Access to a computer, a valid email address, and working knowledge of basic computer applications including word processing applications, internet browsers, and email
5. Verification letter from a school/school district indicating either a start date or intent to hire date for employment as a RSP or SDC teacher (If applicant is not currently employed as a K–12 teacher, applicant must have regular access to K-12 students as a school employee or volunteer).

*Candidates who obtained their credential outside of California will require additional review.

PROGRAM INFORMATION

The UCLA Extension Education Specialist Induction Clear Credential Program is designed to support the induction of participating teachers as responsible members of the teaching profession and leads to recommendation for a California Clear Credential; ultimately, increasing retention of new teachers in the profession. Candidates engage in a meaningful local formative assessment system, which becomes a vehicle for the growth and self-reflection required of successful teachers in our state's increasingly diverse classrooms.

THEORY AND RESEARCH

The rationale and overall design of the UCLA Extension Education Specialist Induction Clear Credential Program is based on sound theory and practice. Findings from the California BTSA Retention Data demonstrate that nearly 87% of new teachers who have participated in BTSA continue teaching after four years (*Hart of the Matter*, 2007). Research suggests that this increase in retention numbers is due to higher work satisfaction. "When teachers are effective in their classrooms, they are more satisfied with their work, and when they are more satisfied, they are more likely to remain in the profession" (Michael Strong, 2005 and 2006—*New Teacher Center Research Brief*). A critical aspect of developing teacher efficacy is developing the habit of reflection. Teachers who ask themselves, at the end of each day, at the end of each week, at the end of each semester, and at the end of each year, "What worked? What did not work so well?" and "What can I do to improve?" will be efficacious teachers. West Ed found that "Critical self-reflection can lead directly to improve learning in a new teacher's classroom" (*Knowledge Brief, 2000*). Thus, critical self-reflection is a habit that the UCLA Extension program seeks to instill in all of our Induction candidates through our formative assessment system.

The UCLA Extension formative assessment system incorporates a rigorous, meaningful course of study for Induction candidates. All courses required in the program are strategically aligned to the California Standards for the Teaching Profession (*CSTPs*) and Induction Program Standards 5 and 6. The courses are designed to support the three Inquiries at the center of our program.

This is a field-based model where the Induction candidate studies his or her own current practice, students, school site, and community. All courses in the program are structured to assist the candidate in implementing Best Practices in his or her classroom, and Support Providers assist the candidate in his or her classroom setting. In addition, candidates conduct an Action Plan in each Inquiry that enables him or her to choose one

area of teaching that they would like to improve on based upon a real-time scenario they face in their daily work. This structure allows for individualization by the candidate to study what they are most interested in, and allows both new teachers and experienced teachers to benefit from the program.

Formative Assessment

The UCLA Extension program maintains the philosophy that learning occurs best when the candidate receives timely and on-going feedback on their performance. For teachers, formal evaluations conducted by the principal have been the classic way of measuring performance. However, for assessments to be truly effective in increasing teacher performance, they should be "formative" – in other words, identifying and addressing teacher's learning needs on an ongoing basis and providing teachers with data on the effectiveness of their teaching strategies. This continuous feedback loop enables teachers to adjust their teaching and planning, determine the result of those adjustments, and monitor their own growth. The formative assessment system guides all induction work by the candidate, the Support Provider, and course instructors, leading teachers to develop expertise in meaningful reflection of their work.

The UCLA Extension program uses a comprehensive Portfolio, which provides an in-depth, systematic learning experience for candidates. The Portfolio utilizes the formative assessment model to support candidates' ongoing professional growth. This Portfolio is a place for candidates to gather evidence of their Inquiry work. It also provides new teachers with support in understanding the purpose and process of setting professional growth goals. Therefore, the Portfolio provides a comprehensive process for the participating teacher to move beyond university- based teacher preparation requirements into job-embedded, performance-based activities under the supervision, guidance, and collaboration of a support provider.

Inquiry Process

Candidates are assessed on multiple levels. First, they self-assess their strengths and weaknesses as teachers through the Continuum of Practice, which is completed at the beginning and end of each Inquiry. Second, they are assessed during each core course taken in the program by earning a letter grade for their work. Third, they are assessed through the Portfolio Review process where candidates demonstrate their growth through formative assessment forms, student work samples, and professional development artifacts. Candidates will build this Portfolio over the entire year of their program and are therefore responsible for maintaining all files associated with their work.

Each Inquiry begins with the candidate completing a self-assessment using the Continuum of Practice, which is aligned to the CSTPs**.** From these initial assessments the individual candidate identifies his/her current strengths and areas of growth on the Individual Induction Plan as a focus for the upcoming Inquiry. The Inquiry is an action research project designed entirely by the candidate. The UCLA Extension Education Specialist Induction Clear Credential Program is designed to meet the individualized teaching context and experience level of each participant, and it aims to develop habits of mind in the candidate that carry over into a life-long career in teaching.

Each Inquiry uses the process of Plan, Teach, Reflect, Apply to focus on the specific CSTPs and on specific induction standards to explore the candidate's current teaching strategies, gather evidence about the candidate's teaching and student learning, and to work on the "next steps" in the candidate's growth as a professional educator while also offering choices as to their area of focus.

CALIFORNIA STANDARDS FOR THE TEACHING PROCESSION (CSTP)

Standard One: Engaging and Supporting All Students in Learning

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

Standard Two: Creating & Maintaining Effective Environments for Student Learning

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

Standard Three: Understanding & Organizing Subject Matter for Student Learning

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

Standard Four: Planning Instruction & Designing Learning Experiences for All Students

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

Standard Five: Assessing Student Learning

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

Standard Six: Developing As a Professional Educator

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

Program Standard: Pedagogy

- Utilize adopted academic content standards, curriculum frameworks and instructional materials in the context of their teaching assignment.
- Use and interpret student assessment data from multiple measures to inform instruction.
- Plan and differentiate instruction using multi-tiered interventions, assessed academic language, literacy and diverse learning needs.
- Create and maintain safe and well-managed classrooms that value and respect the whole student according to state laws and local protocol.
- Be fluent, critical users of technology in all aspects of teaching (both teacher applications and student applications). Local district technology policies are followed.

Program Standard: Universal Access and Equity for All Students

1. Protect and support all students by designing and implementing equitable and inclusive learning environments.
2. Maximize academic achievement for all students.
3. Plan and deliver instruction that is culturally responsive and minimizes bias.
4. Use a variety of resources to collaborate and communicate with students, colleagues, resource personnel and families.
    A. Teaching English Learners
        - Adhere to legal and ethical obligations including identification, referral and re- designation processes.
        - Implement district policies for primary language support.
        - Plan instruction based on students' levels of proficiency and literacy as assessed by the CELDT, CST and local assessments.

- Implement one or more of the components of ELD (grade-level academic language instruction, ELD proficiency level, content-based ELD).
- Instruct English Learners using adopted instructional materials.
- Differentiate for primary language and proficiency levels, culture, level of acculturation and prior schooling.

B. Teaching Special Populations
- Adhere to legal and ethical obligations including identification and referral processes.
- Implement district policies regarding support services.
- Communicate and collaborate with special services personnel.
- Ensure instruction according to students' assessed levels of academic, behavioral and social needs.
- Provide accommodations and modifications based on assessed needs.
- Employ a strengths-based approach and positive behavioral support strategies.
- Instruct using adopted instructional materials and resources.

PROGRAM TRACK OPTIONS

Education Specialist Induction Clear Courses	UNITS
Fall Quarter	
SPED Inquiry I: Collaboration and Support	-
Individualized Pedagogy Course	4.0
Winter Quarter	
Advanced Methods for Teaching English Language Learners	4.5
SPED Inquiry II: Collaboration and Support	-
Individualized Pedagogy Course	4.0
Spring Quarter	
Advanced Study Health Education for Teachers	1.5
SPED Inquiry III: Collaboration and Support	-
Individualized Pedagogy Course	4.0
Offered Every Quarter (rolling admissions)	
Orientation	-
Portfolio Review	-

Individual Pedagogy Tracks:

- Autism Spectrum Disorder (may lead to Added Authorization)
- Positive Behavior Support
- Curriculum and Instruction

Notes:

- Candidates may start the Clear Credential Program in the Fall, Winter, or Spring quarter
- Orientation must be taken during first quarter that candidate begins program
- During any quarter of the Clear Credential Program, the candidate may take an optional toolkit course from a list of available elective courses on a topic of their choice that will help them to grow as a professional education
- In the third quarter of the program or after completion of all required coursework for the Clear Credential Program, candidates complete the Portfolio Review
- Any questions about the program should be sent to your Program Director at credentials@uclaextension.edu
- Please be advised that the clear programs are not eligible for federal financial aid (FAFSA). For other alternative options, please visit our website at www.uclaextension.edu/financialaid. Then click on Extension Grant and Private Alternative Education Loans.

COURSE DESCRIPTIONS

Education Specialist Clear Credential Orientation

The Clear Credential Orientation provides candidates admitted to the Clear Credential program with an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, and the program's formative assessment system—The Plan, Teach, Reflect, Apply process—which will be the focal point of the candidates' inquiry work. Participants must be formally admitted to the Clear Credential program prior to registering for this course. Note: This is a prerequisite for all courses in the Clear Credential program.

Inquiry I: Effective Learning Environments

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

This inquiry focuses on the foundation of effective classrooms—behavior management, routines and structures, inclusive and equitable environments, and health and safety. The candidates will learn more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on his or her classroom environment and instructional practice. Candidates will choose an inquiry question aligned to CSTP 2 and Program Standard 6—Universal Access: Equity for all Students—where they will be able to implement and monitor a chosen pedagogical practice. Candidates will also select a focus student who is experiencing difficulty integrating into the classroom environment and will identify and implement instructional strategies to assist the student.

Inquiry II: Subject Matter and Standards-Based Instruction

CSTP 3: Understanding and Organizing Subject Matter for Student Learning;

CSTP 1: Engaging and Supporting All Students in Learning

The Second Inquiry focuses on the development of content area expertise, as well as the art of using a variety of instructional strategies. Candidates will choose an English Language Learner student as a focus student, requiring candidates to complete an in-depth study of the student's language strengths and weaknesses; and identify research-based accommodations for that student. In addition, candidates will carefully examine student work, identify areas of growth, and choose an inquiry question that will directly address the areas of growth identified. Candidates will assess student growth at the completion of the unit of study by administering a summative assessment, and in particular, assess the focus student's growth in language development.

Inquiry III: Meeting All Learners' Needs

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students; CSTP 5: Assessing Student Learning

The Third Inquiry focuses on planning effective differentiated lessons and intervention through the analysis of multiple forms of data. Candidates will choose a Special needs student as a focus student, requiring candidates to complete an in-depth study of the student's IEP; and identify research-based strategies for that student. In addition, candidates will create, administer, and examine classroom based assessments, identify trends in achievement for particular groups of students, and choose an inquiry question about planning and differentiation of instructions that includes multi-tiered interventions as appropriate based on assessed individual, academic language and literacy and diverse learning needs for a full range of learners.

Portfolio Review (1.5 units)

CSTP6: Developing as a Professional Educator

The Portfolio Review is a course that serves as the culmination of candidates' learning, observations, and field experiences from the formative assessment system and from each course in the Clear Credential program. Candidates will submit all of their Inquiry documents including organized reflections and evidence of knowledge, skills, and abilities. The compilation of Portfolio evidence demonstrates that the candidate has met the competency requirements of the Clear Credential program, and successful completion of the Portfolio leads to a recommendation for a California Clear Credential.

EDUC X 437.77: Advanced Foundations and Methods of English Language/Literacy Development and Content Instruction (4.5 units)

This course will explore theories behind teaching English learners to ensure academic achievement and language proficiency for English learners. Topics will explore theories behind teaching in an English Language Development (ELD) setting as well as ELD's links to language arts and to State standards-based academic content. This course will also look at current assessments and their role in the planning of instruction and the design of curriculum. Participants will explore issues in diversity such as learning differences and culturally responsive pedagogy in order to tap on students' prior knowledge, experiences and strengths to enrich students' learning experiences and development. Candidates will also explore the integration of ELD in their current instructional program.

Note: Must be taken before or concurrently with Inquiry II.

EDUC X 437.81 Advanced Study: Health Education for Teachers (1.5 units)

This course offers a continued exploration of the appropriate use of the California adopted health curriculum and development and implementation of state and local permitted health topics within the K-12 classroom. Topics include prevention and intervention for promotion of safety; analysis of relationships between student health and student learning; means of accessing local and community resources; major state and federal laws related to student health; recognizing and differentiating physical, psychological, emotional, and social health problems; conflict resolution; parental rights regarding health instruction; implementing a school crisis response plan; alcohol, substance abuse, and other risk behaviors; and various developmental assets and concerns.

Autism Spectrum Disorder Track

X 429.21A Positive Behavior Support for Students with Autism Spectrum Disorder (4 units)

Learn to manage safe and effective learning environments for students with ASD. Instruction focuses on fostering self-esteem, self-advocacy, appropriate behavior social skills, and successful peer interactions in students with ASD as well as intervention strategies for classroom use.

X 429.22A Academic Strategies for Students with Autism Spectrum Disorder (4 units)

This course covers the principles and strategies of assessment, curriculum, and instruction appropriate for students with ASD. The relationship among assessment, data collection, and instructional planning is reviewed and explored. Includes hands-on experience with a variety of instructional and assessment strategies, activities, and materials to help develop a personal pedagogical style appropriate for students with ASD.

X 429.23A Effective Collaboration for Students with Autism Spectrum Disorder (4 units)

This course focuses on effective collaboration and communication skills for engaging students with ASD and their caregivers and family members, as well as health professionals and other service providers. Instruction emphasizes participating as a team member in preparing programs for students with ASD as well as developing, implementing, and evaluating integrated services in reflection of transitional stages across the life span.

X 429.20A Characteristics of Students with Autism Spectrum Disorder (4.5 units) – Required for Certificate Added Authorization

Instruction focuses on an overview of types, characteristics, and symptoms, including a discussion of current research, theories, and myths regarding Autism Spectrum Disorder (ASD). Discussion also includes how ASD features may impact a student's classroom activities, behavior, and learning. The course provides a variety of strategies and practical applications for teachers to use when engaging students with ASD to promote social skills and peer integration, enhance learning, and prevent and manage behavioral challenges.

Positive Behavior Support

X 428.418 Educating and Supporting Students with Emotional and Behavioral Disorders (EBD) through Collaborative Partnerships (4 units)

This course addresses specific symptoms, characteristics, and causes of child and adolescent emotional and behavioral disorders (EBD). Issues and implications of these disorders are defined using both special education law (Individuals with Disability Act) as well as psychiatric diagnosis standards (DSM-IV). Includes effects of child abuse/neglect, domestic violence, substance abuse (by the parent and/or student), bullying, and implications for students who are also English Language Learners (ELL). This course also provides instruction in the necessary skills to work effectively with all members of the student with EBD's educational and treatment team, including family and caregivers, mental health professionals, social agency workers, and other service providers. Attention is given to instruction on how to handle difficult and sensitive situations in a calm and professional manner when dealing with caregivers and family. Language and cultural diversity influences also are addressed.

X 428.423 Supporting Positive Behavior and Peer Relations for Students with Emotional Behavioral Disorders (EBD) (4 units)

This course focuses on student with EBD and teacher relationships and approaches to progressive disciplinary methods. Includes examples of systematic processes that are differentiated to the student's discipline history, age, cultural and language background, and other relevant factors. The importance of relating the consequences (discipline) to the student behavior is included with emphasis on the use of strategies that promote student self-discipline. Topics include social and peer strategies in the classroom for students with EBD; assessing student behavior; critical examination of ecological, behavioral, social, emotional, and language factors within the school setting that may affect a student's behavior; prevention and intervention strategies to help the student improve self-management and impulse control; and conflict resolution techniques.

X 428.445 Academic Strategies, Including Response to Intervention, for Students with Emotional and Behavioral Disorders (EBD) (4 units)

This course provides knowledge and practical applications to utilize assessment data to design relevant, meaningful, and effective curriculum for students with EBD. This course includes varied instructional strategies such as teacher-directed/mediated, student-initiated, peer-supported, project-based learning, differentiated instruction, ELL instruction, response to intervention (RTI) and vocational/community-supported (i.e., service learning). The course also provides in-depth exploration of research-based intervention and treatment practices that have proven successful in a school-setting. The role of teacher as "interventionist" is discussed. Participants receive detailed instruction on how to implement both an individual and universal (group) intervention in their current classrooms.

X 428.478 Language, Culture, and Inclusion for Students with Emotional and Behavioral Disorders (EBD) (4 units) – Required for Certificate and Added Authorization

Learn how culture and cultural diversity relates to academic achievement and ways to develop, implement, and evaluate culturally inclusive instruction. Topics include cultural concepts and perspectives, cultural contact; cultural diversity in California and the U.S.; cross-cultural interaction, the roles of culture in the classroom and school; family and community involvement; and culturally inclusive learning environments, curriculum, and instruction. Explore the complexity of minority and immigrant identities to refute assumptions and stereotypes. Topics include current research-based theories of second language acquisition; differences between first and second language; literacy development; cognitive, linguistic, socio-cultural, and affective factors that affect language learning in children of diverse backgrounds; and research-based approaches to English language development in listening, speaking, reading, and writing as they relate to communicative competence. Special attention given to implications for teaching different groups of immigrant and non-immigrant English learners.

Curriculum and Instruction Track

EDUC X 334: Project-Based Learning: Bridging Common Core and 21st Century Skills (1.5 units)

Students learn how to design and implement Project-Based Learning (PBL) instructional units in the K-12 classroom and examine how PBL is an effective instructional approach for bridging 21st century skills and state standards (Common Core Mathematics and English Language Arts, and Next Generation Science). The course focuses on the essential elements of PBL, including driving and essential questions for inquiry, exploration of real-world issues and solving authentic problems using digital tools and resources, and performance assessments. As they learn about the necessary elements and structure of a well-designed project, course participants themselves experience the course as a collaborative, project-based learning unit. As the final product, students develop a standards-aligned PBL unit for use in their own teaching.

EDUC X 437.79: Advanced Provisions and Strategies for Special Needs Learner Instruction (4.5 quarter units)

This course reviews the full range of special populations such as special education, students with disabilities, advanced learners, and students with a combination of special instructional needs. Topics include legal issues, professional responsibilities, curriculum design & instructional practices. Participants will explore the importance of establishing working partnerships with families, resource specialists, therapists, psychologists & other school/community personnel that can provide support in the students' academic achievement. Participants will also examine their own curriculum and instructional models with respect to special population students and fostering a strengths-based community of learners.

Note: Must be taken before or concurrently with Inquiry III.

EDUC X 437.74a: Pedagogy for Effective Teaching- Backwards Planning (1.5 units)

In this course, candidates advance their content expertise by organizing and sequencing curriculum to demonstrate the relationships between concepts, themes, and skills. Candidates will strategically develop big ideas that are at the "core" of the subject, develop student friendly essential questions which highlight the big ideas that are central to the unit, and determine performance-based assessments for a unit of study. Candidates will create a scope and sequence as well a unit of study following the Backwards Design model. Note: Must be taken concurrently with Inquiry I.

EDUC X 437.74b: Pedagogy for Effective Teaching- Data-Driven Instruction (1.5 units)

This course will support candidates in disaggregating multiple types of data--CST data (including sub-strand data), benchmark exams, and class assessments—in order to determine specific standards and skills that their students have and have not mastered. The data analysis will guide candidates in planning lessons that target specific learning objectives based on the measured learning gaps, as well as differentiate instruction according to the individual or small group learning needs. Note: Must be taken concurrently with Inquiry II.

EDUC X 437.68: Positive Behavior Supports for the K-12 Classroom (1.5 units)

In this course, participants learn to create and manage safe and effective classroom environments for diverse learners. Participants learn how to foster appropriate behavior and social skills in their students as well as self-esteem and self-advocacy. Course focuses on practical applications of research-based behavioral support interventions as well as the facilitation of positive peer interactions. Course also provides examples of systematic processes that are differentiated to the student's discipline history, the age of the student, cultural and language background and other relevant factors. The importance of relating the consequence (discipline) to the student behavior is included with emphasis on the usage of strategies that will promote student self-discipline.

EDUC X 437.65: Advanced Study: Technology in the K-12 Class (1.5 units)

This course investigates the use of technology in the curriculum and provides practical activities that allow teachers to develop units of instruction. The course projects incorporate a wide range of software applications that allow teachers to enhance and improve their classroom instruction. The course will allow teachers to consider both the philosophical and practical aspects of incorporating technology in the classroom and the school.

CRITERIA FOR SITE SELECTION

Approved school sites for the UCLA Extension University Induction Clear Credential Program must meet the following criteria:

1. The curriculum and related instructional materials used by Standard Induction program track and Clear program track candidates at the school site when planning, delivering instruction, and assessing learning, must be based on preK-12 state- or nationally-adopted academic content standards and student performance levels. Here in California, that would mean that the curricula, assessments, and instructional planning are aligned with the California content standards for a particular grade level, which include the Common Core Standards for mathematics and language arts. Individuals who are teaching outside of California will also need to plan, deliver instruction, and assess learning and use curriculum materials aligned with state-, regionally-, or nationally-adopted standards in the state or country where they are teaching.

2. At the school site, the student group with which candidates are working must afford the opportunity to plan, deliver, and assess differentiated, standards-based instruction for a range of learners. In particular:

   a. The program's winter quarter inquiry assignment will require that candidates select, collect data about, and provide individualized instruction for an English language learner or for a student with a language difference who will benefit from individual interventions in English reading, writing, speaking, and/or listening.

   b. The program's spring inquiry assignment will require that standard induction program and clear program candidates select, collect data about, and provide individualized instruction for a special needs student or for a student with a learning difference who will benefit from individualized interventions. The candidate must have access to or be able to collect multiple sources of data regarding the student's special learning need (e.g., cumulative school records, different assessments, interviews with teachers or parents, etc.).

3. The language spoken during observed instruction at the host site must be comprehensible to the Support Provider. Individuals who expect to be teaching in a language other than English must notify the Education Specialist Induction Clear Credential Program Coordinator prior to the assignment of the Support Provider.

4. All candidates must be able to video record or live stream themselves carrying out a lesson plan with students. Candidates must be able to submit video recordings to their assigned University Support Provider for observation

COLLABORATION

Collaboration between the Education Specialist Induction Clear Credential Program, candidates, support providers, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

Collaboration is supported through the following channels:

Required quarterly course: Collaboration and Support

The objectives of this course are:

1. To provide candidates in the program with a consistent instructor throughout the program who will provide guidance, support and accountability.
2. To provide candidates a forum for collaboration with other candidates in the program.
3. To provide candidates with constructive feedback on Inquiry documents.

This course facilitates the transition from teacher preparation to a clear credential by building upon and providing opportunities for demonstration and application of pedagogical knowledge.

Candidates will interact and share ideas and resources with teachers in all three tracks. There are weekly opportunities for discussion and feedback from peers in similar grade levels and content areas.

This course also provides sample documents and clarification for all Inquiry requirements to ensure that all candidates are supported throughout the process.

Candidates also complete courses with candidates in the Education Specialist Clear Program to provide an opportunity for collaboration between general education and special education teachers.

As part of the Inquiry requirements, candidates observe their peers at their school sites to foster an environment of shared best practices at each site.

Site administrators are involved in supporting each candidate during their final portfolio presentations.

Support Providers are given weekly updates as well as professional development resources on mentoring and supporting new teachers to maintain collaboration with the program.

UCLA Extension course instructors collaborate quarterly to ensure that candidates are receiving novel information in each course.

The Program Director oversees each candidate's Inquiry project, and acts as a point person between the candidate and the program.

PARTICIPATING TEACHER ROLE AND RESPONSIBILITIES

Candidates in the UCLA Extension Education Specialist Induction Clear Credential Program are ultimately responsible for completing all necessary components of the program, with extensive support from the Program Director, Instructors, Support Providers, Site Administrators, and peer candidates. Successful participation and completion of the program will result in the candidate being recommended for a California Clear Credential.

Responsibilities:

Advisement: Program staff advises eligible candidates about program and professional credential requirements at the start of the clear credential program and the Inquiry Instructor provides ongoing support in the Collaboration course.

Enrollment: Candidates complete the UCLA Extension Education Specialist Induction Clear Credential Program online enrollment.

Support Provider: The Support Provider advises the candidate in instructional best practices, provides formative feedback about the candidates teaching, and supports the candidate in accumulating evidence of professional growth. Candidate must maintain consistent communication throughout the Inquiry Support Provider and provide him/her with the observation lesson plan before the observation occurs. If any issues arise between the candidate and Support Provider, please contact your Program Director at credentials@unex.ucla.edu.

Meetings: Candidates meet with their Support Provider a minimum of four times per Inquiry. These meetings may be held in person, over the phone, via e-mail, or via Skype.

Participation: Candidates are expected to participate regularly in discussion forums and submit all required documents and assignments on time.

Completion: It is the **responsibility of each candidate** to accumulate evidence of reflective practice, to document all professional credential requirements, to compile evidence in his/her Professional Portfolio, and at the end of the program, to organize this evidence in support of an application for a California Clear Credential. Course EDUC X 837.75A/B/C—Collaboration and Support—and course EDUC X 837.80—Portfolio Review—supports and facilitates this process. Only those candidates who have met all requirements will be recommended for a Clear Credential.

SITE ADMINISTRATOR

Role and Responsibilities

Specifics of the Program:

Candidates grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment. Candidates support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; English learners; and students with a combination of special instructional needs. Candidates complete job-embedded formative assessment Inquiries and collect evidence of competency to demonstrate completion of the Induction Program. Candidates will have a University Support Provider appointed to oversee their Inquiries.

Site Administrator Role and Responsibilities:

1. **Support:** Each candidate will be receiving support from their Support Provider, their instructors, and the Academic Coordinator of the program. We ask that the site administrators support the candidate through ongoing discussions about the focus and progress of their Inquiry projects throughout the duration of the program, and allow the candidate to share any successful findings with school staff.
2. **Professional Development:** Candidates will be required to participate in quarterly Professional Development as part of the Inquiry process. Please keep candidates informed about local, district, and site in-service and professional development opportunities that may be included in their Induction plan.
3. **Evaluation:** At the completion of the program, the candidate will have assembled a Portfolio detailing their work throughout each Inquiry that shows evidence of their growth as a professional educator. The candidate will schedule a meeting with the site administrator to showcase their portfolio and be evaluated on the quality of the Portfolio.

Site administrators play a key role in our program to ensure that each candidate has multiple layers of support throughout this process. You may be contacted during this process for your valuable input as we strive to develop a positive and effective learning experience for each of our candidates.

Portfolio Presentation

A teacher candidate at your school site has completed their Education Specialist Induction Clear Credential Program Portfolio and is required to present and review his or her Inquiry work with an administrator to receive a Clear Credential. Please use the guiding questions during this presentation and review.

Linked Below is the Portfolio Presentation Guiding Questions & Portfolio Assessment Document:
https://ucla.box.com/s/datnb4ckcaidhmqxg23np2kjtijh66id

SUPPORT PROVIDERS

Role and Responsibilities

Support Providers are valued for their work, and the UCLA Extension Education Specialist Induction Clear Credential Program acknowledges that they are the most important component in a successful teacher education program. Support Providers are expected to adhere to the Roles and Responsibilities in order to ensure that each candidate is afforded the best possible program experience.

Role: To provide individualized professional mentorship and support, feedback on instruction, and to assist candidates in accessing appropriate resources and materials.

Continuing Responsibilities for the Support Provider (include but are not limited to):

Required Participation:

1. Access and participate in the online Support Provider training through UCLA Extension (information provided after applications are processed.)
2. Meet at least four times with the candidate per inquiry (or more):
    a. Assist candidate in choosing Inquiry question and determining appropriate Action Plan
    b. Pre-Observation Conference
    c. Observation and Post-Observation Conference
    d. Assist candidate in completing Observed Evidence for the Portfolio and Final Reflection

Professional Development:

The initial training guides the Support Provider to:

1. Identify and respond to diverse needs of Beginning Teachers;
2. Engage in reflective conversations about teaching practice;
3. Assist candidates in understanding the local context for teaching;
4. Formatively assess candidates on the *California Standards for the Teaching Profession* and in relation to the state-adopted content standards and curriculum frameworks;

5. Use the evidence from formative assessments fairly and equitably;
6. Use assessment evidence to develop individualized inquiry plans (IIP);
7. Establish clear guidelines with site administrators and candidates in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.

Activities:

1. Understand your candidate's needs and offer support.
2. Conduct one formal observation per Inquiry, using the Observation Template.
3. Support your candidate in accumulating evidence of professional growth in relation to the State-adopted content standards, frameworks, the *California Standards for the Teaching Profession* and the Induction Standards.
4. Guide the development of the candidate's Individual Inquiry Plan (IIP).
5. Assist the candidate in finding upcoming Professional Development opportunities offered at the school site and in the district. Share information on content-specific workshops and conferences that apply to your candidate.
6. Keep all formative assessment information confidential. (Support Providers are asked to maintain this confidentiality and to only discuss information about the candidate at his/her request. This is a critical aspect of the trust building needed to develop effective working relationships.)
7. Complete Program evaluations and provide ongoing feedback.

Support Provider Assessment

In an effort to maintain our commitment to a rigorous and effective program, candidates will be sharing information about the ongoing work of their Support Provider. Each quarter, candidates will be asked to complete an evaluation of their Support Provider based on the following rubric.

This information will be private and used by UCLA Extension to provide further professional development opportunities to better assist our Support Providers in their role.

Standard	Rating			
1.1 Uses reflective conversation skills to engage the participating teacher in collaborative problem solving	1 Never	2 Sometimes	3 Often	4 Always
1.2 Uses a variety of resources, including technology, to meet the needs of the participating teacher	1 Never	2 Sometimes	3 Often	4 Always
1.3 Facilitates learning experiences that promote the *plan-teach- reflect-apply* cycle	1 Never	2 Sometimes	3 Often	4 Always
2.1 Creates an environment of caring, trust, and honesty with the participating teacher	1 Never	2 Sometimes	3 Often	4 Always
2.2 Understands the specific needs of their participating teacher, their developmental readiness, and uses a variety of resources to meet those needs	1 Never	2 Sometimes	3 Often	4 Always
2.3 Utilizes the role of Support Provider to provide non-evaluative feedback to the participating teacher	1 Never	2 Sometimes	3 Often	4 Always
3.1 Understands the requirements for the candidate and provides clarification when appropriate	1 Never	2 Sometimes	3 Often	4 Always
3.2 Keeps scheduled appointment times for in-person observation, e-mail, or phone conferences	1 Never	2 Sometimes	3 Often	4 Always
3.3 Communicates feedback positively and with optimism	1 Never	2 Sometimes	3 Often	4 Always

Reassignment Policy

If at any time the match between the candidate and the Support Provider is perceived as being unsuccessful for any reason, this match may be revised.

Procedures:

1. In general, it is the responsibility of the participants to inform the program of a mismatch. However, on rare occasions, Support Providers who are not able to complete their duties may be asked to resign in order to allow a new Support Provider to take over.
2. A candidate or a Support Provider may make a request for a new match at any time to their Site Administrator and/or Induction Program Director.
3. Upon receipt of a request for a new match, the Site Administrator and/or Program Director secures confidential information from both the candidate and the Support Provider. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
4. The Site Administrator and Program Director collaborate in implementing the solution and monitoring the new match, if this was determined to be the best solution. Appropriate information is shared as needed.

Note: There are times when the Support Provider has provided partial services, completed training, and/or has a signed agreement for compensation. The reassignment of Support Providers will include consideration to prorate compensation. Newly assigned Support Providers' compensation will also be prorated depending on the time remaining in the Inquiry and the duties to be completed.

Reassignment Form Linked Here: https://ucla.box.com/s/mh1yvjpxd51omnx0rw0eunlmm5ug0y7j

OBSERVATION AND PARTICIPATION

Each quarter, Support Providers will be asked to observe the Inquiry in action in their candidate's classroom. Support Providers will be observing the following areas of focus:

Inquiry I: CSTP 2: Creating and Maintaining Effective Environments Inquiry II: CSTP 3: Subject Matter and Standards-Based Instruction
CSTP 1: Engaging and Supporting All Students
Inquiry III: CSTP 4: Planning Instruction and Designing Learning Experiences CSTP 5: Assessing Student Learning

These observations are not meant to be evaluative, but rather used as a tool for reflection and growth for the candidate. Although the candidate is ultimately responsible for completion of the Inquiries, your support is necessary for a successful experience. Below is a suggested pacing guide for each quarter of the Inquiry, along with your role in participating.

Assignment	Support	Week
Rate yourself on CSTPs	Candidates will do a self-evaluation, but they may need guidance determining their greatest areas of strength and area of opportunity. This will be the basis for their research project, so encourage them to push themselves in their practice.	1
Focus Student Selection	Candidates choose a student with language needs to track and plan interventions with for the next 6 weeks. New teachers may need assistance interpreting CELDT data or using alternative assessments if CELDT is not available.	2
Individual Induction Plan (IIP)	Candidates will write an Inquiry question to study in-depth for the next six weeks. This is where MT support is crucial. Help your candidate design an action research project that is aligned to the identified area of opportunity, measurable, attainable in six weeks, and something that they can show evidence of at the end of the Inquiry. They will get feedback from their peers, their SP or MT, and the Academic Coordinator.	3

Action Plan in IIP	Candidates will need ideas and resources for their research. Share any useful strategies, books, websites, or upcoming professional development opportunities related to the inquiry.	4
Pre-Observation Conference	Start planning early for the observation. It should take place between weeks 5 and 7. Have a meeting to review their completed IIP and action plan, the specifics on the focus student, their inquiry question, and any other areas for which they would like feedback.	5
Observation	You will have a checklist that outlines what you are looking for, and it should be reviewed before the observation.	6
Post-Observation Conference	Please take the time to debrief what you saw, emphasizing what you observed related to their Inquiry question as well as the CSTPs. Remember, this is not evaluative.	7
Reflections on Focus Student, IIP, and Evidence	Candidate will reflect on growth of their focus student and outcomes of any interventions attempted, whether they answered their Inquiry question, and determine how to show evidence of their growth. These should be done independently, but reviewed and signed by SP or MT. E-signatures are accepted for all documents.	8-10

ACTION RESEARCH THROUGH THE INQUIRY PROCESS

All candidates participate in action research through the development, completion, and reflection of the three Inquiries culminating in the creation and presentation of a Portfolio.

Our candidates design and complete three Inquiries throughout the program. Each Inquiry begins with a candidate self-assessment based on the CSTPs. Inquiry I is focused on Effective Learning Environments and Supporting Cultural Diversity. Inquiry II is focused on Subject Matter and Standards-Based Instruction, and Engaging and Supporting All Students. Inquiry III is focused on Planning Instruction and Designing Learning Experiences, and Assessing Student Learning.

To begin the Inquiry process, candidates reflect on their greatest area of strength and identify an area of opportunity in their Collaboration and Support course. Candidates share this information with their Support Provider, instructor, and peers to get feedback on how they can begin to conduct action research and address this area of opportunity. They design their Inquiry project based on their identified area of opportunity according to the Continuum of Teaching Practice. Candidates submit their Inquiry focus idea to the instructor for advisement, refinement, and approval in the Collaboration and Support class. Candidates also get feedback from the instructor as well as their peers on resources that will address this area.

Once the Inquiry question has been approved, candidates begin to engage in the *Plan-Teach- Reflect-Apply* cycle, based on the BTSA model. Candidates develop an action research plan to carry out action research in their classroom over the next 8 weeks. The Individual Induction Plan scaffolds the steps for an action project and uses a guided approach to helping new teachers address their areas of opportunity. In the *plan* stage, candidates identify intended outcomes for themselves as well as their students, begin to research new strategies to attempt in their classroom, identify action research that will support their Inquiry, collaborate with school site colleagues, participate in professional development related to the Inquiry, and observe successful teachers at their site. Candidates also select a focus student for each Inquiry to track progress (a student with behavior needs for Inquiry I, a student who is an English Learner for Inquiry II, and a student with Special Needs for Inquiry III.) Candidates are given resources in their supporting courses to learn strategies to support all learners in the classroom.

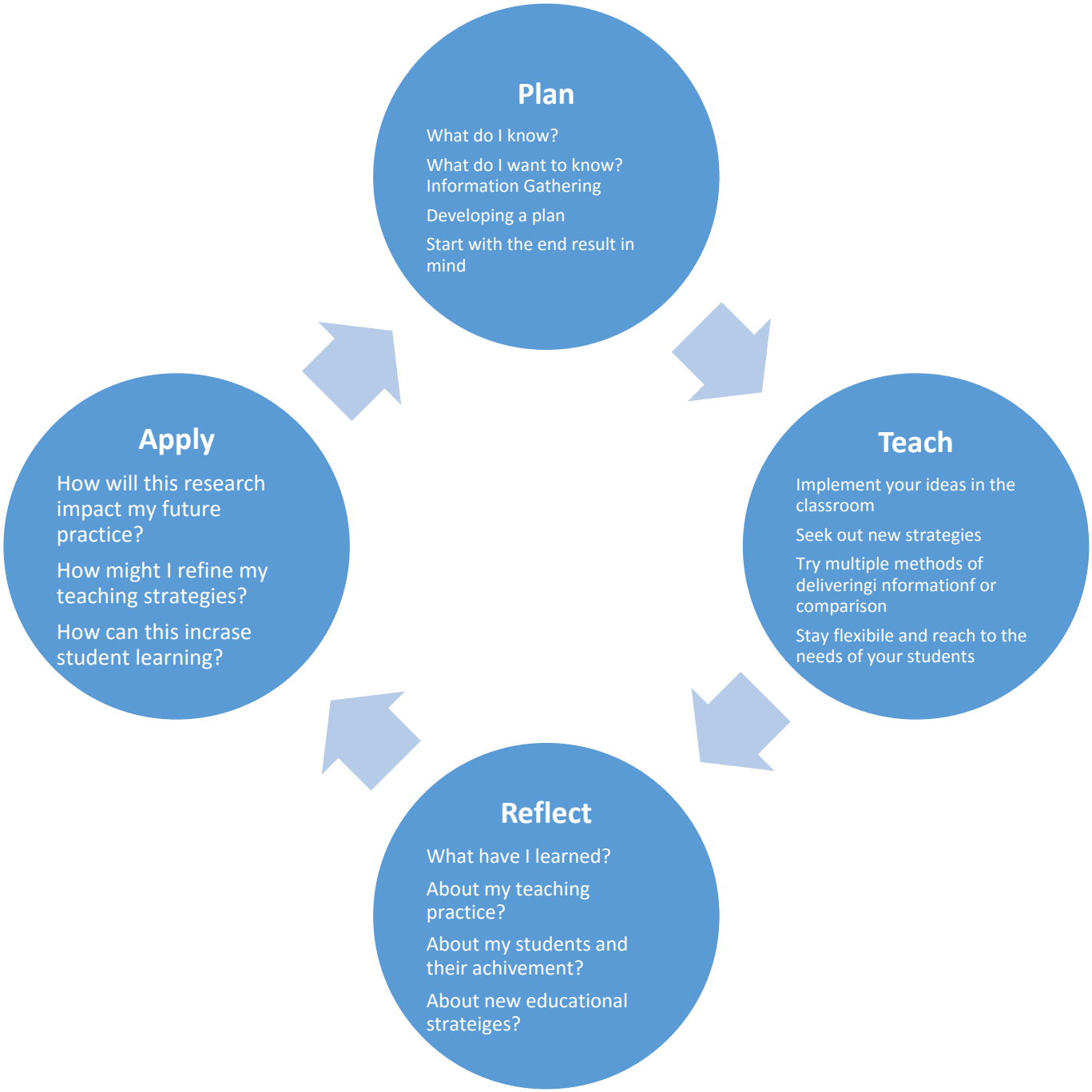
With support from the instructor as well as Support Provider, candidates then continue to the *teach* phase. Candidates implement new teaching strategies, collect data and evidence to evaluate the effectiveness of the new strategies, are observed using these new strategies by their Support Provider, integrate ideas learned in supporting courses and professional development opportunities, track the progress of the focus student, collaborate with the Support Provider to make adjustments to the Inquiry, and report weekly progress to the instructor in the Collaboration and Support course.

After the 8 week Inquiry is completed, candidates move to the *reflect* phase, where they analyze their collected evidence, data, student work samples, and observations to determine if the new strategies were successful. Candidates revisit the intended outcomes and evaluate whether or not they met their goals for themselves, their focus student, and their class as a whole.

Candidates reach the *apply* phase, where they focus on using these findings to inform their future practice. This process is outlined in a completed IIP. Throughout this process, candidates receive continuous feedback from the instructor and peers in the Collaboration and Support course through weekly discussions and reflections on their progress, and through meetings with their Support Provider (referred to in the syllabus. At the end of the Inquiry, they re-rate themselves to determine growth and include any evidence of growth on the Continuum.

PLAN-TEACH-REFLECT-APPLY

A Habit of Mind for the Highly Effective Teacher



SAMPLE COMPLETED IIP

Linked is a sample IIP and action plan for your reference.

https://ucla.box.com/s/0vxn6wxs04lpt7q9xbsqg0chhrbfntki

PORTFOLIO

The Clear Credential Portfolio Review serves as the culmination of candidates' learning, observations, and field experiences from the formative assessment system and from each course in the program.

Throughout the course of each Inquiry, candidates will gather evidence of their action research projects in the form of lesson plans, student work, assessment results, photos, observation notes, anecdotal records, and other artifacts that support their Inquiry.

Candidates will also submit all of their Inquiry documents including organized reflections and evidence of knowledge, skills, and abilities.

Due to the longitudinal nature of this research, it is strongly recommended that candidates keep their files backed up in a safe location.

The Portfolio Review course is an integral component in the program; it is aligned to all three Inquiries and directly supports CSTP 6 – Developing as a Professional Educator. The completion of an Induction portfolio promotes candidate reflection and self-assessment on their practice, and leads to meaningful professional goals.

Each Inquiry in the formative assessment system is aligned to one or two CSTPs:

- Inquiry I: CSTP 2—Effective Learning Environments and Supporting Diversity and Equity in Education
- Inquiry II: CSTP 1—Engaging and Supporting All Students in Learning, and CSTP 3—Understanding and Organizing Subject Matter for Student Learning (focus on English Language Learners)

- Inquiry III: CSTP 4—Planning and Designing Learning, and CSTP 5—Assessing Student Learning (focus on students with Special Needs)

The portfolio will be submitted electronically. Each Inquiry will be uploaded as a compressed (zip) file via the discussion board. All of the Inquiry documents must be included in the file and verified by signatures or e-signatures of the participating teacher as well as the MT or SP. Candidates will be provided with a Completion Log to ensure that all documents are included.

After the Portfolio has been completed and submitted, candidates will complete a Culminating Reflection and participate in a one-on-one Portfolio Presentation with a site administrator of their choosing.

The site administrator, instructor, and the candidate will evaluate the Portfolio for completion, continuity, and mastery of the California Standards for the Teaching Profession themselves.

Candidates are required to maintain the portfolio for five years after completion of the program.

Successful completion of all three Inquiries and the final Portfolio Presentation will result in the candidate being recommended for their Clear Credential

Portfolio Requirements

Inquiry I – Effective Learning Environments and Supporting Cultural Diversity

- Continuum of Teaching Practice (CSTP 2 and Supporting Diversity & Access to the Core Curriculum) Entry Level and Final Rating
- Class Profile - completed in Advanced Pedagogy: Data-Driven Instruction
- Individual Induction Plan and Action Plan
- Positive Behavioral Support Strategies
- Focus Student Selection - a student with behavioral challenges
- Lesson Plan - from observed lesson
- Observation Cycle
- Culturally Relevant Lesson Plan - completed in Advanced Culture and Inclusion
- Observation of a Colleague
- Inquiry I Reflection and Evidence
- Continuum of Teaching Practice (CSTP 6) Entry Level and Final Rating

Inquiry II – Backwards Planning and Individualized Instruction

- Continuum of Teaching Practice (CSTP 1) Entry Level and Final Rating
- Continuum of Teaching Practice (CSTP 3) Entry Level and Final Rating
- Focus Student Selection – a student who is an English Language Learner
- Individual Inquiry Plan and Action Plan
- Unit Plan - Backwards Design Unit completed in Pedagogy course
- Lesson Plan - from observed lesson
- Observation of a Colleague
- Observation Cycle
- Student Work Analysis - completed in Advanced ELL course
- Inquiry II Reflection and Evidence

Inquiry III – Lesson Differentiation and Using Assessments for Data-Driven Instruction

- Continuum of Teaching Practice (CSTPs 4 and 5) Entry Level and Final Rating
- Focus Student Selection – a Special Populations student
- Individual Inquiry Plan and Action Plan
- Observation of a Colleague
- Student Work Analysis- Using assessment data to plan instruction
- Lesson Plan - Evidence of Differentiated Instruction developed in Methods course
- Observation Cycle
- Inquiry III Reflection and Evidence

Evidence Culminating

- Culminating Reflection
- Portfolio Presentation and Evaluation

INACTIVE STATUS & READMISSION

Should a candidate not enroll in the program for one quarter, he/she will be required to reapply to the program by submitting the Readmission Application linked below.

https://ucla.box.com/s/z7khkne08b7qyc3ap76ew6dus0d65emq

OBTAINING YOUR CLEAR CREDENTIAL

Please make sure that we have an email address for you that will be current and active. You may send any email updates to the Program Coordinator, Miriam Sims, at (310) 825-0095 or credentials@uclaextension.edu

Once you have submitted your final Portfolio documentation, the following process will begin:

1. Site administrator, instructor, and Program Director approve portfolio.
2. After approval, instructor submits Portfolio grade within two weeks of Portfolio course end date.
3. Once grade is submitted, candidate file is reviewed by Program Coordinator to check for any missing documentation or payment issues.
4. Once steps 1-3 have been achieved, candidate will receive an email from the UCLA Extension Credential Technician indicating the steps for recommendation and issuance of credential. This email will contain the following instructions:
    a. The UCLA Extension credential technician logs onto the CTC (Commission on Teacher Credentialing) website, and recommends you for the issuance of your Clear credential.
    b. That same day, or the next day at the latest, you will receive an email from that credential technician. The email is actually generated by the CTC. It lets you know UCLA Extension has recommended you for the credential and it provides a link for you to click on and access the CTC website to do your part to complete the application process. At that the website, you complete the application form, and pay the fee with a charge card or debit card.
    c. That same day, or the next day at the latest, you will receive a confirmation email from the UCLA Extension credential technician (again, CTC-generated) indicating that you have met all of the necessary academic requirements for the credential and, after the CTC's

professional fitness review, the credential will be granted. This email also gives you a confirmation number for your payment and directs you to a spot at the CTC website where you can view the status of your payment.

d. In 7-10 working days you will receive an email from the CTC letting you know the credential has been granted, and posted at the CTC website. [Go to "Credential Lookup" to see it.]

5. If you have not received an email from our credential analyst within 6-8 weeks after the Portfolio Course end date, please contact our office at credentials@uclaextension.edu

CANDIDATE TECHNICAL SUPPORT

Getting Set up to Use Canvas for Online Courses

Our online courses use an application called *Canvas* for course discussions, assignments, and alerts. After you've enrolled in your online course, you'll receive a "Welcome" email with your Canvas login information.

To access Canvas, click here: https://my.uclaextension.edu/

Canvas will only show courses that are online or web-enhanced (courses with required or supplemental online course materials). To verify enrollment in other courses, visit My Extension at www.uclaextension.edu

Canvas Orientation

If you're a new online student or just interested in learning more about Canvas, we strongly suggest you view the video orientation. The orientation is available at https://training.instructure.com/courses/347469/. To access specific guides, please visit http://guides.instructure.com/.

Technical Requirements to Access Canvas

For detailed information visit:

- http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas
- http://guides.instructure.com/s/2204/m/4214/l/41056-which-browsers-does-canvas-support.

If you're using a work email as your Canvas email, be sure to check with your network administrator to ensure you can receive emails and attachments. Many organizations use firewalls that prevent this.

Support for Canvas

For administrative, technical, and general support, submit a Request for Support. So we can help you as quickly as possible, be sure to clearly identify what you need in the "Your Message" box, and provide a valid email address and the course registration number.

My Extension

On the My Extension section of the site, you can log in to view your grades, verify course enrollment, review your entire enrollment history, and more. You cannot access My Extension with your Blackboard login because these are different sites. If you have not already set up a username and password for My Extension, you can set one up here.

IMPORTANT CONTACT INFORMATION

The Credentials Unit is open from 8:00 a.m. to 12:00 p.m. and 1:30 p.m. to 5 p.m. Monday through Fridays. Academic counseling is provided by the Multiple Subject Program Coordinator. To ensure that the appropriate person is available, please make an appointment at least 48 hours in advance.

Education Department Main Line:	(310) 825-4191
Credentials Unit Main Email:	credentials@uclaextension.edu
Registration Office:	(310) 825-9971
Refunds:	refunds@uclaextension.edu
Canvas/OIE:	support@unexonline.zendesk.com
Program Director:	Sue Marshall, PhD smarshall@uclaextension.edu
Program Manager:	Linh Nguyen lnguyen@uclaextension.edu
Clear Program Coordinator:	Miriam Sims (310) 825-0095 msims@uclaextension.edu

UCLA EXTENSION EDUCATION DEPARTMENT CREDENTIAL PROGRAM POLICIES

Minimum Grade and GPA Policy

Candidates must earn a C or better or a P in all coursework. Please note that a C- is considered failing. Should a candidate fail a course, he/she will be required to retake the course at their own cost.

Candidates must maintain a 3.0 cumulative GPA throughout the duration of the program.

Failure to comply with either policy will result in academic probation or dismissal from the program.

Participation

If a candidate fails to participate in a course and does not communicate with the instructor as to the candidate's lack of participation or submission of assignments, the candidate will be graded on the work completed only. If a candidate is struggling to complete assignments and posts on the Discussion Board in a timely fashion, the candidate must be proactive in contacting the instructor for assistance.

Late Work and Assignment Extensions

Instructors will issue assignment extensions at their discretion but they are limited to two. A third assignment extension will need to be petitioned with an extenuating circumstances form.

Incomplete Grade

Incomplete grades are rarely given and then only under extenuating circumstances. An Incomplete grade is made at the discretion of the Education Department. An Incomplete will only be assigned if these guidelines are met:

- When the candidate has earned at least a 70% or a C grade in the course.
- When participation has been satisfactory through the quarter.
- When required work may be reasonably completed in an agreed upon time frame of less than one month.

Please note that the outstanding work for an incomplete Practicum or Methods course must be completed before the beginning of the next quarter in order to complete any prerequisites for

subsequence courses in the professional sequence. Candidates must submit an extenuating circumstances form to be considered for an incomplete.

Withdraw Policy

If a candidate withdraws from a required course, the course must be retaken. No refund will be given after the refund deadline of the course.

Extenuating Circumstances

As a student you will need to adhere to your assessment deadlines. Sometimes however, circumstances beyond your control can affect your ability to submit work or attend an examination and the University has a policy of taking into account some circumstances which have affected students' academic study. These "extenuating circumstances" are defined as,

*'A circumstance that is **beyond your control** and **could not have reasonably been foreseen** and acted upon that will **prevent you from completing an assessment** at or by the specified time or will **have a significant negative effect on your performance** in that assessment.'*

What is considered to be an extenuating circumstance?

The following are generally considered to be acceptable extenuating circumstances, providing that they are supported by appropriate evidence:

- Acute illness or injury
- Extended illness or injury
- Acute Illness of another person
- Bereavement
- Significant domestic and/or personal problems
- Court Attendance
- Unforeseen Work Commitment (Part-Time/Distance Learning/PG students only)
- Active Exercise of Citizenship
- Unforeseen Major Transport Difficulties
- Victim of Criminal Activity

Accepting an extenuating circumstances claim is at the discretion of the program department and the instructor.

What is not considered to be an extenuating circumstance?

There are a number of areas that are not considered as valid extenuating circumstances. These include general pressure of academic work as you are expected to have planned your work schedule, and

personal computer/IT device problems, as you are expected to have taken adequate precautionary measures e.g. backups and checking compatibility with University systems. Religious observance is not viewed as a valid extenuating circumstance as such issues are not unforeseen; students should instead discuss with the School whether a 'special provision' claim can be made for an assessment.

How do I make a claim?

If extenuating circumstances occur and you anticipate that these will cause a delay in submitting your work or prevent attendance at an examination, you will need to submit an Extenuating Circumstances Claim and appropriate evidence to your School(s). You should submit your claim **as soon as you become aware of the problem** and **prior to the examination and/or coursework deadline. Claims may also be accepted after the coursework deadline or examination, providing that they are submitted within 48 hours of the assignment due date.**

Do not delay the submission of your form because you have to wait for a piece of evidence or instructor recommendation form if this means that you will miss the submission deadline (though you will need to tell the program department when you will be able to hand the evidence in).

Claims submitted by the deadline will be considered by the instructors of the courses impacted, the program manager, and the program director. You will be informed of the decision at the earliest opportunity.

What do I need to submit?

- Extenuating Circumstances Claim Form (Pages 3-6)
- Appropriate Evidence
- Instructor Recommendation Form for Extenuating Circumstances (Page 9)

  Submit a request to your instructors to fill out the 'Instructor Recommendation Form for Extenuating Circumstances.'

  Instructors should submit recommendation forms to credentials@uclaextension.edu.

The Extenuating Circumstances form is linked here:

https://ucla.box.com/s/vtrm3fbp4xls7e5ffwxe8favuix923g0

Supervised Fieldwork Policies

1. Candidate must keep all appointments scheduled with assigned support provider unless the candidate has contacted the support provider at least 24 hours in advance to reschedule or make other arrangements. Failure to be available for the required observations will result in a Not Pass for the fieldwork/practicum course.
2. Candidate must be proactive in reporting any conflicts or dissatisfaction regarding the support provider to the Program Director. If the support provider fails to keep scheduled appointments or does not communicate with the candidate on a weekly basis, candidate must alert the Program Director. Communication and interaction with the support provider is a requirement of the program.
3. Candidate must be able to video record or live stream themselves carrying out a lesson plan with students. Candidates must be able to submit video recordings to their assigned University Support Provider for observation.

Academic Probation Process

Candidate will be placed on probation if:

- Candidate earns a grade below a C or a NP in any course.
    - If placed on probation, candidate must earn a C or better or P in all courses in the following quarter.
    - If candidate does not earn a C or better in all courses during the probation period, candidate will become Subject to Dismissal.
- Candidate receives a grade of Not Pass for a supervised fieldwork/practicum course (Intern, MSSS Standard Induction Track, & Education Specialist Clear only.)
    - If placed on probation, candidate will need to take an additional quarter of supervised fieldwork/practicum coursework with a grade of Pass to complete the program.
    - If candidate performs unsatisfactorily in the supervised fieldwork/practicum course while on probation, candidate will become Subject to Dismissal.

Candidates on Academic Probation will be required to send biweekly progress reports to the Program Director detailing their progress. Instructors will be notified that additional supports may be needed for candidates on Academic Probation.

Subject to Dismissal

There are three ways a candidate can become subject to dismissal.

1. Candidate does not clear Probation within one quarter (i.e., does not earn grades of C or higher in all courses.)
2. Candidate does not adhere to UCLA Extension policies (found here: https://www.uclaextension.edu/unexPolicies/Pages/policies.aspx)
3. Failure to submit requisite admission documentation by end of candidate's first quarter in the program. Requisite documents may include transcripts, test scores, and recommendation letters among others.

Waiver and/or Transfer Credit

If you hold an out-of-state credential your first step is to contact the Commission for an equivalent credential. Candidates with coursework from other institutions may request substitution by using the forms in the application and by submitting all necessary supporting documents by the due date or during your advisement session. The program administration will then review the request and approve only those that have sufficient evidence that the coursework done elsewhere is equivalent to the coursework offered at UCLA. Please present supporting evidence including unofficial transcripts, syllabi, and course descriptions.

Linked below is the Transfer Credit Petition Form:
https://ucla.box.com/s/4ui6raiyzidegn1ctc2eu4wo7eg7jamg